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ABSTRACT

These materials for the curriculum area of nurturing human development comprise one of six such packages that are part of the Ohio Vocational Consumer/Homemaking Curriculum Guide. The curriculum area or perennial problem taken up in this document is divided into four practical problems about what to do regarding: (1) self formation; (2) interpersonal relationships; (3) family relationships; and (4) parenting. These are further categorized into 12 concerns: self-identity in adolescence, life span development, peer relationships, interaction with communities and society, family relationships (single person, family, marriage), parenting, welfare of child, family/child relationships, and society. Each concern is divided into a number of concepts or modules. This package consists of 76 modules. The format for each module is as follows: code, perennial problem, practical problem, concern/concept, homemaking skills (listing of various skills needed by the homemaker as related to the developed concepts), and a chart relating process skills (steps of practical reasoning), concepts (further breakdown of the topic), and strategies (information and activities that facilitate the teaching/learning of the concept). In some cases, specific resources are attached; otherwise, teachers may choose their own resources based upon availability and appropriateness to individual classrooms. (YLB)

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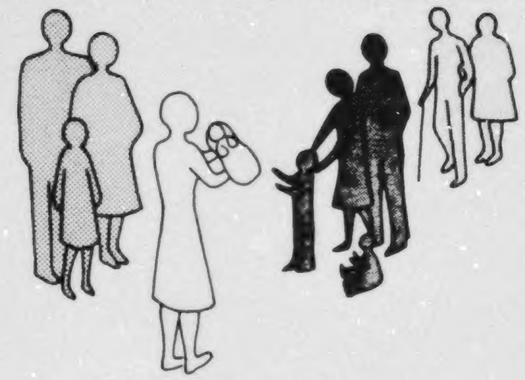
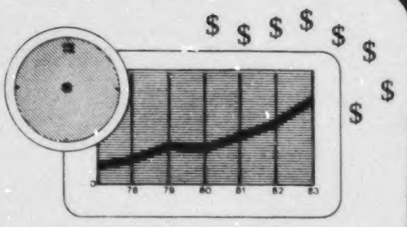


Nurturing Human Development



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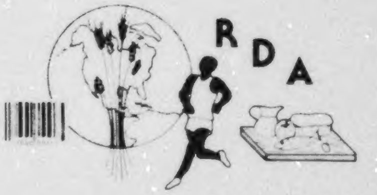
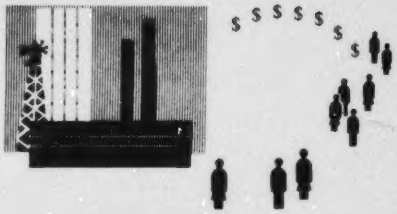


Feeding and Nourishing the Family

Creating a Living Environment



Coordinating Work and Family

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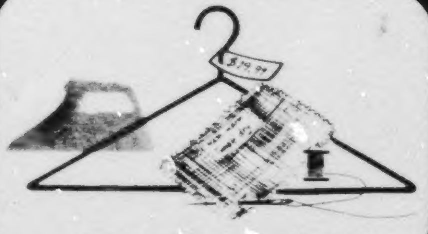

Personal and Family Textile Needs

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INTRODUCTION

The perennial problem of Nurturing Human Development utilizes the practical reasoning process to help individuals think beyond self, to consider how their actions affect family and others in society.

Traditional emphasis has been preparation for marriage and parenthood. In this curriculum the problem approach leads young men and women to first question: What should I do regarding my personal relationships? Should I marry or remain single? What options are available as I make major life decisions? To parent or not? When to parent?

The entry level modules focus on personal development and peer relationships. Critical problem areas such as adolescent pregnancy, substance abuse and suicide are included. The practical reasoning process is used throughout to help students resolve personal, peer and family concerns.

The meaning of family -- why families, future of the family -- is addressed. There are many opportunities for examining special problems -- divorce, family violence, elderly abuse, illness, death and other crises. There is positive emphasis in this curriculum on practical action for these problems, thereby strengthening the family.

The world is "smaller". We must consider beyond our immediate situations. The opportunities to assist young people to broaden understanding of other cultures and family customs different from their own can only strengthen our families, communities and nations. Students need to learn to be proactive. This section gives guidelines to help these students, for whom the future of families depend.

Personal, family and child development are all included in the umbrella term, "Nurturing Human Development". This curriculum is oriented toward parenting and includes the traditional emphasis on ages and stages of child development. Decisions regarding parenting are emphasized followed by knowledge of developmental needs and skills to nurture children. Problems including abuse and neglect and the influence of television are included. There is positive emphasis on ways to strengthen parenting.

HOMEMAKING SKILLS

Homemaking skills which are essential for performance of the following homemaking tasks are developed in the modules in Nurturing Human Development.

Caring for and Improving Self

- Continue education formally/informally
- Deal with family crisis
- Follow a physical fitness program
- Maintain personal hygiene and grooming
- Obtain information about community activities
- Provide time for rest
- Pursue personal hobbies and interests

Caring for Family Members

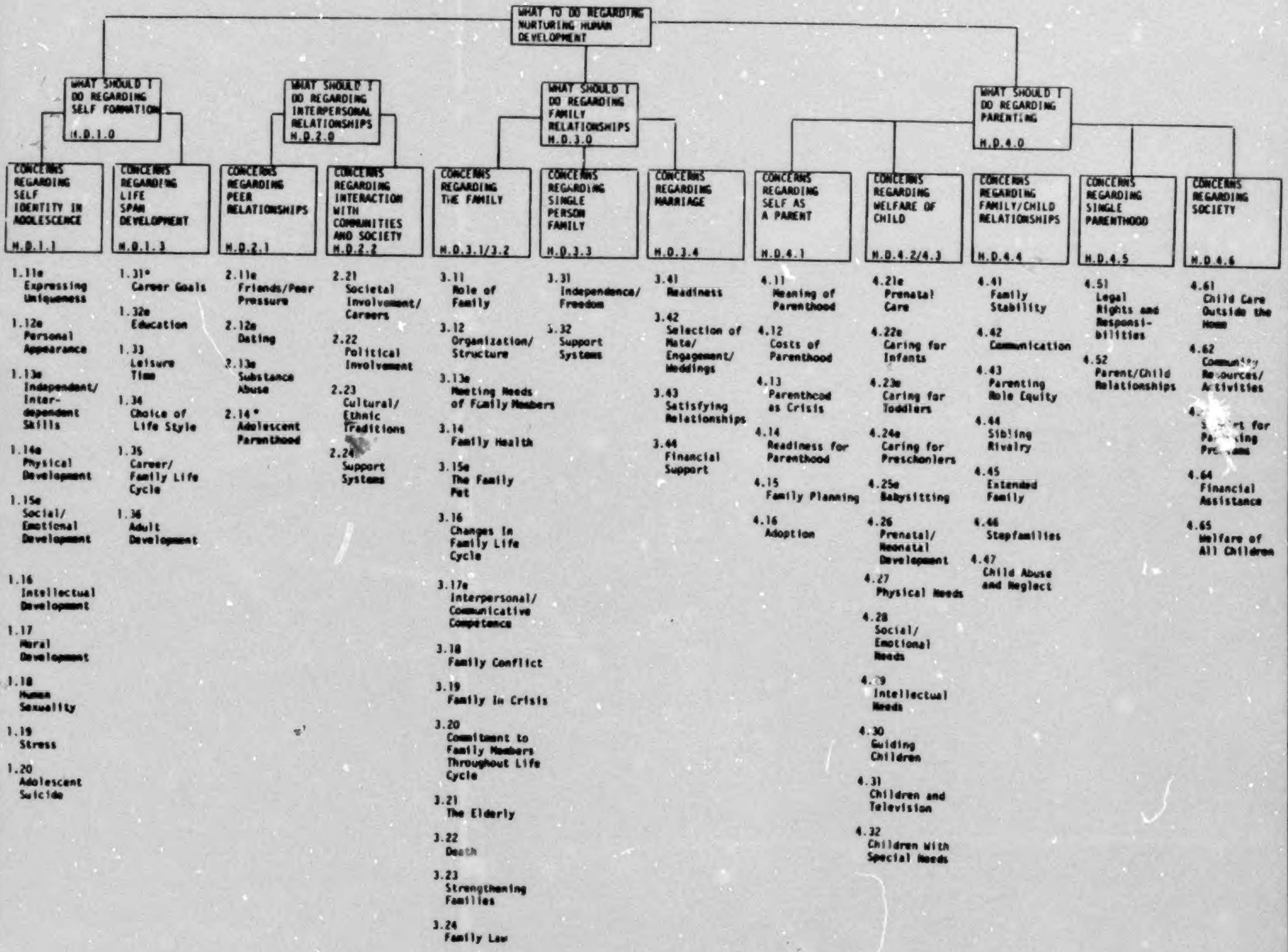
- Care for infants and small children
- Cultivate relationships with in-laws
- Encourage enjoyment of family responsibilities
- Encourage family members to develop to maximum potential
- Expand educational opportunities through family activities
- Give compliments for tasks well done
- Guide family members in spiritual growth
- Make arrangements for substitute child care
- Nurture the marriage relationship
- Provide a pleasant, harmonious home environment
- Provide consistent and appropriate discipline for children
- Provide for family discussion
- Provide moral support for family members
- Recognize developmental stages of individual family members and meet needs accordingly
- Set short and long-term goals for family
- Show love and affection to children
- Supervise the activities of children
- Teach about family customs and beliefs
- Teach children respect for self and others
- Teach children to accept responsibility
- Utilize community programs that support the family

Providing for Family Health and Safety

- Apply first-aid and home nursing techniques
- Budget money for health care
- Eliminate safety hazards in the home
- Establish and maintain household security procedures
- Identify and secure emergency services
- Identify symptoms of disease and other medical disorders in family members
- Identify symptoms of mental stress in family members
- Maintain up-to-date family medical records
- Obtain regular medical and dental checkups
- Practice preventative medicine
- Select health personnel and facilities

Caring for Pets

- Make arrangements for substitute care of pets
- Make wise pet selection
- Obtain license and tags for pet
- Provide necessary vaccinations for pets
- Provide water and other nutritional needs for pets


WHAT TO DO REGARDING NURTURING HUMAN DEVELOPMENT
WHAT SHOULD I DO REGARDING SELF FORMATION H.D.1.0
WHAT SHOULD I DO REGARDING INTERPERSONAL RELATIONSHIPS H.D.2.0
WHAT SHOULD I DO REGARDING FAMILY RELATIONSHIPS H.D.3.0
WHAT SHOULD I DO REGARDING PARENTING H.D.4.0
CONCERNS REGARDING SELF IDENTITY IN ADOLESCENCE H.D.1.1
1.11e Expressing Uniqueness
1.12e Personal Appearance
1.13e Independent/ Inter-dependent Skills
1.14e Physical Development
1.15e Social/ Emotional Development
1.16 Intellectual Development
1.17 Moral Development
1.18 Human Sexuality
1.19 Stress
1.20 Adolescent Suicide
CONCERNS REGARDING LIFE SPAN DEVELOPMENT H.D.1.3
1.31* Career Goals
1.32e Education
1.33 Leisure Time
1.34 Choice of Life Style
1.35 Career/ Family Life Cycle
1.36 Adult Development
CONCERNS REGARDING PEER RELATIONSHIPS H.D.2.1
2.11e Friends/Peer Pressure
2.12e Dating
2.13e Substance Abuse
2.14* Adolescent Parenthood
CONCERNS REGARDING INTERACTION WITH COMMUNITIES AND SOCIETY H.D.2.2
2.21 Societal Involvement/ Careers
2.22 Political Involvement
2.23 Cultural/ Ethnic Traditions
2.24 Support Systems
CONCERNS REGARDING THE FAMILY H.D.3.1/3.2
3.11 Role of Family
3.12 Organization/ Structure
3.13e Meeting Needs of Family Members
3.14 Family Health
3.15e The Family Pet
3.16 Changes in Family Life Cycle
3.17e Interpersonal/ Communicative Competence
3.18 Family Conflict
3.19 Family in Crisis
3.20 Commitment to Family Members Throughout Life Cycle
3.21 The Elderly
3.22 Death
3.23 Strengthening Families
3.24 Family Law
CONCERNS REGARDING SINGLE PERSON FAMILY H.D.3.3
3.31 Independence/ Freedom
3.32 Support Systems
CONCERNS REGARDING MARRIAGE H.D.3.4
3.41 Readiness
3.42 Selection of Mate/ Engagement/ Weddings
3.43 Satisfying Relationships
3.44 Financial Support
CONCERNS REGARDING SELF AS A PARENT H.D.4.1
4.11 Meaning of Parenthood
4.12 Costs of Parenthood
4.13 Parenthood as Crisis
4.14 Readiness for Parenthood
4.15 Family Planning
4.16 Adoption
CONCERNS REGARDING WELFARE OF CHILD H.D.4.2/4.3
4.21e Prenatal Care
4.22e Caring for Infants
4.23e Caring for Toddlers
4.24e Caring for Preschoolers
4.25e Babysitting
4.26 Prenatal/ Neonatal Development
4.27 Physical Needs
4.28 Social/ Emotional Needs
4.29 Intellectual Needs
4.30 Guiding Children
4.31 Children and Television
4.32 Children with Special Needs
CONCERNS REGARDING FAMILY/CHILD RELATIONSHIPS H.D.4.4
4.41 Family Stability
4.42 Communication
4.43 Parenting Role Equity
4.44 Sibling Rivalry
4.45 Extended Family
4.46 Stepfamilies
4.47 Child Abuse and Neglect
CONCERNS REGARDING SINGLE PARENTHOOD H.D.4.5
4.51 Legal Rights and Responsi-bilities
4.52 Parent/Child Relationships
CONCERNS REGARDING SOCIETY H.D.4.6
4.61 Child Care Outside the Home
4.62 Community Resources/ Activities
4.[illegible] Support for Parenting Programs
4.64 Financial Assistance
4.65 Welfare of All Children

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HD 1.11e

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Self Formation?

CONCERN/CONCEPT Self Identity in Adolescence/ Expressing Uniqueness

HOMEMAKING SKILLS

- Identify individual uniqueness
- Utilize private or community resources to capitalize on individuality
- Pursue personal hobbies/interests
- Provide time for self

PROCESS SKILLS	CONCEPTS	STRATEGIES
3. MOTIVATIONAL ACTIVITY	Identifying my uniqueness	Sketch a self-caricature. Share your picture with the class and discuss the factors that make it uniquely you such as your talents and your physical characteristics. Write a brief autobiography describing yourself. Read it into a tape recorder. Discuss the voice intonations (inherited/environment) and variety of life styles (environment) that are yours alone. Why is it important to recognize and express uniqueness? Do *Great Beginnings. In two groups, make a list under two headings--environment and heredity. Have each group brainstorm characteristics under each and then exchange lists. Discuss how these interact to create "me." Do "This Is Me" activity. Print name and identify a personal characteristic starting with each letter of your name. Demonstrate or describe a hobby/skill that is unique to each student. --Collecting bottles --Sailing --Dancing --Sports Role play the unique way you handle each of the following situations: --Most embarrassing moment --Proudest moment --How you cope with good/bad news --How you cope with jealousy

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Identifying my uniqueness (continued)	Analyze the statement--"We all live with the objective of being happy; our lives are all different and yet the same." (Anne Frank, Diary of a Young Girl.) Complete "Who Am I" sheet. Sample questions are listed below: --Do I avoid taking part in class discussions? --Do I make new friends easily? --Do I lose my temper often? --Do I answer letters from friends? --Do I sign up for clubs or activities? --Do I blame others when things go wrong? Analyze personality characteristics such as introvert/extrovert or adventurer/conformer.
4.	Hierarchy of needs	Discuss Maslow's "Hierarchy of Human Needs" to reflect individual uniqueness and values. Physical needs. How would you cope with a test after being to a rock concert the night before and too busy to eat all morning? Safety. Your FHA/HERO chapter has decided on a swimming party but you are terrified of water. What would you do? Love. You haven't kissed or shown overt affection to your parents for years. Will you be an affectionate parent/adult? Esteem needs. Sue can't sing well but she decides to try out for the elite musical group in school. Now Sue appears with the group at many prestigious events. How does this activity meet Sue's need for esteem? Self-actualization. Sue is working as a volunteer at a nursing home after school. Her parents are very proud of her as she is maintaining good grades and continues to be active in FHA/HERO and Health Career Club. Is she meeting her self-actualization needs?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Hierarchy of needs (continued)	Consider individual needs by analyzing the following situations: Cognitive needs. Jim was a poor student with little outside interest until he took a graphics course. He became fascinated with photography and has spent hours in the dark room learning more. His teachers and family are very supportive of his new interest and help all they can. In what ways is Jim meeting his cognitive needs? Aesthetic needs. Barbara has a high pressure job as a legal secretary. She finds listening to classical music the most effective method of relaxing. What other ways might she meet her aesthetic needs?
5.	Resources available to assist in understanding one's uniqueness	Seek out "I'm O.K., You're O.K." counseling groups and/or church-related support groups, books and magazine articles that deal with accepting/learning about yourself. IEE--Read one or more articles or books on the subject of self-concept. Explain why many professionals and authors maintain that it is essential to like yourself before others can really like you. Develop a list of personal strategies for learning to "like" yourself better. Share with class. IEE--Compile a list of references/resources available in your community and school. Participate in an organization that reflects your particular area of uniqueness. (Scouts, 4-H, athletic groups, musical or drama groups, weight control groups.)
	Accepting uniqueness	Invite persons "who have done it their way" to share experiences. Why did they decide on this action? How did it affect their self-concept, their family and others? Pick one aspect of your uniqueness or individuality. Write report on how family and friends might be affected by your dealing with or ignoring your individuality. IEE--Bring in a rock and glue plastic eyes on it. This will be your pet rock to remind you to take time to do something for yourself. Record time spent on self activity and make observations of how your actions affect yourself and others. Should everyone take time for self?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection	Individually complete these sentences. --I learned that my uniqueness is reflected in my... --I learned the steps of Maslow's Hierarchy which are... --Some environmental characteristics affecting uniqueness are... --Some inherited characteristics affecting uniqueness are... --The most helpful thing I learned about my individuality was... --If I am feeling uncomfortable with my identity I would talk to... --If I do not seek help in understanding myself, the consequences might be...

GREAT BEGINNINGS
Topic Area: The Family

HD 1.11e

Goal: To explore your own "beginnings" and to discover what kind or events made up our earliest history.

Where do you think your life began? Have you ever wondered where you came from? Everything has a beginning. What was yours like?

In the year you were born...

Who was president?
What story made the headlines?
What was the most significant event in your city or neighborhood?
What were some of the latest fashions in clothes and cars?
What were the most popular songs?
What were the hit movies? Have you seen any of them?
What were the TV favorites? Are any of them still running? Are they being rerun?

Interview your parents and grandparents to help you discover the answers to th these questions. Check newspapers and magazines from that year to make additional discoveries.

Talk with your parents, grandparents or other adults and find out what they remember about the year you were born...

Where did they live? Where did they work?
What did they do for fun?
What hair styles and fashions did they like?
Do they have any photos of themselves or their friends? What about you as a baby or your mom when she was pregnant?
Do they remember any of the big stories from around town the year you were born or adopted into the family?

Some of you may want to talk to your parents or others about your family's hopes and concerns during the year you were born or adopted into the family...

What was it like when they had you? How did they feel those first few days after you were born?
What were their concerns for you and for themselves?
Was there anything difficult or scary about having a child? How did they deal with it?
What were their ambitions for you as a child?
What did they have to change or give up in their lives as the result of having a child?

On your own or with several others, make a scrapbook or collage entitled "Great Beginnings." The collage (a group of pictures and words) could be made on a large sheet of posterboard or paper.

*Source: FHA/HERO, Families and Futures

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Self Formation?

CONCERN/CONCEPT Self Identity in Adolescence/ Personal Appearance

HOMEMAKING SKILLS

- Maintain personal hygiene and grooming
- Evaluate personal grooming products

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION ACTIVITY		Teacher or student enters room with unusual appearance (curlers in hair, slip hanging, tie crooked, circles under eyes, exaggerated make-up, poorly coordinated wardrobe). Continue with class until there are comments. Suggest improvements. Share feelings about unusual appearance. Is personal appearance important?
		Complete personal appearance checklist *How Do I Look?
		Collect advertisements from current teen magazines to see how many relate to improving personal appearance.
		List all products you use to improve personal appearance.
PROBLEM	Personal appearance problems	In a handout in the shape of a mirror, respond individually to questions such as: What do I need to know about personal appearance and its effect on my personality? What impression do I wish to make? Discuss responses.
		In pairs, using mirrors and other resources, determine skin types, figure types, hair types and personal coloring of students. Identify problems of each and how these problems might be solved. Also identify positive aspects of each category.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES		In small groups, discuss the personal appearance of each example below. What changes could be made in each example and what consequences might result? What influenced your decision? Would this decision apply to everyone else with a similar problem? Why or why not? Record observations and compare with other groups.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Personal appearance problems (continued)	--Joe, 16, shoulder length hair which gets oily quickly; complexion problems; dark circles under eyes from lack of sleep; extremely thin; poor eating habits. --Sharon, 14, wears tight-fitting clothes that emphasize weight problem; neat hair style and make-up; wears excessive amounts of perfume to cover up body odor. --Ken, 15, physically attractive; prefers to wear same T-shirt and jeans every day for comfort (launders once a week). --Cathy, wears latest fads and fashions in clothing regardless of practicality; clothes often fit poorly because of her short height and poor posture. Show effects on appearance of garments depending on different laundry techniques. What image would you project if your garments were stained, wrinkled or had static electricity? How does posture affect appearance? Demonstrate correct sitting and standing posture. Practice. Enforce a posture policy in class to encourage correct posture.
	Resources available to teens for help with personal appearance	Use nonsexist filmstrips, written resources, or guest speakers (both male and female) to discuss various aspects of personal appearance. --Hair care --Skin care (make-up) --Posture/exercise (aerobics) --Personal care products and appliances --Nutrition --Fashion IEE--Compare personal care products or appliances for effectiveness versus cost. Identify advertising techniques used (testimonial, sex appeal, bandwagon).
	Reflection	Use practical reasoning to determine how to update wardrobe. Role play examples of situations where personal appearance influences the opinions of others both positively and negatively. Discuss how it would affect your family. Your friends? --Job application and interview --First day of school --Meeting date's family --Camping --Worker in fast food restaurant --Worker in construction or farming

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection (continued)	Prepare a bulletin board using knowledge gained. FHA/HERO or IEE--Complete a personal appearance Encounter project. FHA/HERO--Guest speakers on personal appearance at meetings (personnel director, male and female modeling school representatives and Student Body activities).

HD 1.12e

HOW DO I LOOK?

__Directions__: Good personal appearance is one of your most important assets. A pleasing personal appearance influences your self concept and the opinions others have of you.

A. Check the questions below in the correct space for you.

	ALWAYS	MOST OF THE TIME	SOMETIMES	SELDOM OR NEVER
1. Do you bathe regularly?				
2. Do you bathe soon after participating in strenuous activity?				
3. Do you use an effective deodorant daily?				
4. Do you sit without slouching?				
5. Do you have a dental checkup at least once a year?				
6. Do you brush your teeth at least twice daily?				
7. Do you wear your hair in a style that becomes you?				
8. Do you keep your brush and comb clean?				
9. Do you refrain from biting your fingernails?				
10. Are your fingernails clean and trimmed to a moderate length?				
11. Do you wear clothes appropriate to the occasion?				
12. Do you ever use clothing as a means to rebel against school and parental authority?				
13. Do you avoid "junk" foods?				
14. Do you get enough sleep at night?				

B. What does a person's appearance communicate to others?

C. Identify ten words that would describe the way you appear to other people. Would your family agree with this?

PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Self Formation?
CONCERN/CONCEPT	Self Identity in Adolescence/ Independent-Interdependent Skills

HOMEMAKING SKILLS

- Analyze interdependent and independent skills

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY	Independence/ interdependence	Brainstorm the difference of being eighteen years old versus your present age. Do you think you will still be dependent on others? Discuss the meaning of independence and interdependence. Select pictures representing someone being independent. Create a bulletin board.
PROBLEM		Write your answers to the following situation and share your thoughts with the class. Your parents are moving across the country next month to a new job assignment. You have decided to stay in the community and finish school. What decisions do you have to make now? Who are you going to seek assistance from? What will you do? How are you going to make your decisions?
	Skills needed for independence/ interdependence	What skills do you need to develop your independence? --Obtaining a job. --Understand and use a sound decision-making process. --Self discipline. --Knowing when to admit you need help with something and where to go for assistance. --Meeting obligations. --Cope with stress. --Know who you are and set goals. --Be able to meet your needs.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Skills needed for independence/ interdependence (continued)	--Understand the needs of others. --Assume risk. How do you develop interdependence? --Share abilities and skills with others. --Help others make decisions. --Accept help from others when needed. --Compromise when working in a group. --Accept and follow rules. Divide your paper in half and write pros of being independent on one half and cons of being independent on the other. On the back of your paper do the same things for interdependence. Share ideas with the class. Discuss the following situation emphasizing Bret's goals and values. Bret has a part-time job and goes to high school. His parents and he have worked out rules that Bret must obey to avoid family conflict. Bret makes many of his own decisions based on the practical reasoning process and shares this process with his parents before he makes his final decisions. Bret often helps out at home and fills in when his parents are gone to care for younger family members. Do you think Bret is becoming independent? Do you think he gets along with his family? Do you feel he still needs and wants the approval and help of his parents? Role play the following situations. Discuss situational factors, values and consequences of alternatives. Sam works at Meir's Thrifty Acres about 30 to 40 hours per week and attends high school. He fixes his own meals, cleans his room, and does his laundry. He has been ignoring some of the house rules pertaining to staying out too late, being "wild and crazy," as he calls it. Sam and his dad have a big fight and his dad threatens to throw him out. What should be done?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Skills needed for independence/ interdependence (continued)	Pam depends on her parents for everything. She's a high school senior and still calls her mom at lunch to discuss what she should do about school problems. Pam's only responsibility around home is to do her homework. She has never gotten her driver's license so her parents or her friends take her everywhere she wants to go. Pam's parents want her to become more independent. What can the parents do? What is best for Pam to do? Hold a class brainstorming session to identify all the items that would be absolutely essential in order to live on your own (household items) and investigate the cost of such items. Then investigate the cost of renting a place to live and meeting other monthly expenses. After calculating the total cost of living on your own, brainstorm ways to meet the costs. Compare the romantic notion of "living on your own" with the financial realities of the situation.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Risk taking	Becoming independent requires assuming risk. Brainstorm a list of personalities (television, radio, political, historical) whom you consider to be risk takers. Make a similar list of those who are not. How many in each list were male? Female? If there were more males or females in one group, suggest reasons. Identify characteristics of persons in each group. Individually write a paragraph describing the biggest risk you have taken, why you took the risk, and the outcome. Share in class. In small groups discuss which entails the greatest risk: marrying, joining the Army, leaving home for a job, going to college, choosing a non-traditional job, buying a car. Give reasons for your position. Share with class. As a class, identify ways to minimize the risks involved in each situation. Identify jobs where there is a high level of risk. --Baseball player --Rock star --Politics

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Risk taking (continued)	Identify jobs where failure must be avoided. --Air traffic controller --Surgeon --Skydiver --Person in charge of nuclear weapons Do *Checklist. This is a checklist for readiness to start a business or become an entrepreneur. Compare the items on this list to the characteristics of risk takers. What are similarities and differences? List small individually or family-owned businesses in your area. What kinds of risks did the owners take? IEE -- Interview several entrepreneurs. Describe the risks they took going into business. In what ways do they function independently? In what ways are they interdependent? Read FHA/HERO student statements from a recent *Teen Times Sound Off. Describe the values that are evident in each position and the degree of independence-interdependence shown.
PR	Reflection	What are you going to do yourself to develop your independence and still develop interdependence? Write your plan and estimate how long each step might take you. Interview your parents about how they feel regarding your plan for independence/interdependence. Review bulletin board and revise if needed.

CHECKLIST

Are you a self-starter?

☐ I DO THINGS ON MY OWN. NOBODY HAS TO TELL ME TO GET GOING.
☐ IF SOMEONE GETS ME STARTED, I KEEP GOING ALL RIGHT.
☐ EASY DOES IT. I DON'T PUT MYSELF OUT UNTIL I HAVE TO.

How do you feel about other people?

☐ I LIKE PEOPLE. I CAN GET ALONG WITH JUST ABOUT ANYBODY.
☐ I HAVE PLENTY OF FRIENDS--I DON'T NEED ANYONE ELSE.
☐ MOST PEOPLE IRRITATE ME.

Can you lead others?

☐ I CAN GET MOST PEOPLE TO GO ALONG WHEN I START SOMETHING.
☐ I CAN GIVE THE ORDERS IF SOMEONE TELLS ME WHAT WE SHOULD DO.
☐ I LET SOMEONE ELSE GET THINGS MOVING. THEN I GO ALONG IF I FEEL LIKE IT.

Can you take responsibility?

☐ I LIKE TO TAKE CHARGE OF THINGS AND SEE THEM THROUGH.
☐ I'LL TAKE OVER IF I HAVE TO, BUT I'D RATHER LET SOMEONE ELSE BE RESPONSIBLE.
☐ THERE'S ALWAYS SOME EAGER BEAVER AROUND WANTING TO SHOW HOW SMART HE IS. I SAY LET HIM.

How good an organizer are you?

☐ I LIKE TO HAVE A PLAN BEFORE I START. I'M USUALLY THE ONE TO GET THINGS LINED UP WHEN THE GROUP WANTS TO DO SOMETHING.
☐ I DO ALL RIGHT UNLESS THINGS GET TOO CONFUSED. THEN I QUIT.
☐ YOU GET ALL SET AND THEN SOMETHING COMES ALONG AND PRESENTS TOO MANY PROBLEMS. SO I JUST TAKE THINGS AS THEY COME.

How good a worker are you?

☐ I CAN KEEP GOING AS LONG AS I NEED TO. I DON'T MIND WORKING HARD FOR SOMETHING I WANT.
☐ I'LL WORK HARD FOR A WHILE, BUT WHEN I'VE HAD ENOUGH, THAT'S IT.
☐ I CAN'T SEE THAT HARD WORK GETS YOU ANYWHERE.

Can people trust what you say?

☐ YOU BET THEY CAN. I DON'T SAY THINGS I DON'T MEAN.
☐ I TRY TO BE ON THE LEVEL MOST OF THE TIME, BUT SOMETIMES I JUST SAY WHAT'S EASIEST.
☐ WHY BOTHER IF THE OTHER FELLOW DOESN'T KNOW THE DIFFERENCE?

Can you stick with it?

☐ IF I MAKE UP MY MIND TO DO SOMETHING, I DON'T LET ANYTHING STOP ME.
☐ I USUALLY FINISH WHAT I START--IF IT GOES WELL.
☐ IF IT DOESN'T GO RIGHT AWAY, I QUIT. WHY BEAT YOUR BRAINS OUT?

How good is your health?

☐ I NEVER RUN DOWN!
☐ I HAVE ENOUGH ENERGY FOR MOST THINGS I WANT TO DO.
☐ I RUN OUT OF ENERGY SOONER THAN MOST OF MY FRIENDS SEEM TO.

Can you make decisions?

☐ I CAN MAKE UP MY MIND IN A HURRY IF I HAVE TO. IT USUALLY TURNS OUT O.K., TOO.
☐ I CAN IF I HAVE PLENTY OF TIME. IF I HAVE TO MAKE UP MY MIND FAST, I THINK LATER I SHOULD HAVE DECIDED THE OTHER WAY.
☐ I DON'T LIKE TO BE THE ONE WHO HAS TO DECIDE THINGS.

*Source: Small Business Administration.

HD 1.13e

TEEN TIMES SOUND OFF

TEEN TIMES OBVIOUSLY YOUR FUTURE JOB SECURITY AND EARNINGS WILL DETERMINE THE KIND OF LIFESTYLE YOU'LL LEAD. WHAT ARE YOU SHOOTING FOR? WHAT KIND OF LIFESTYLE DO YOU WANT?

NEIL: I don't want much. Just a good job and enough money to buy a little shack in the woods. Some real low-buck housing.

CHRIS: I'd like to be carefree. Just be on my own, out from under my Mom and Dad so I can do what I want.

LAURA: I don't know for certain—just a happy life. One where I don't have to worry about whether or not my job's going to disappear. I want a steady job so I don't have to worry about money.

TEEN TIMES YOU'RE ALL TALKING IN PRETTY GENERAL TERMS AND YOUR MATERIAL GOALS SEEM FAIRLY MODEST. ARE YOU YOU WORRIED ABOUT NOT MAKING IT ON YOUR OWN?

DOROTHY: Sure! I'm not going to be able to live off my parents all my life. I want to get out and start doing things on my own. If I can't find a job, though, I'm not going to be able to do that.

LAURA: I worry about not finding a husband who has a good job. In five years I'd like to be married, own my own home and have a baby.

And I'd like to have a good secretarial job—something steady. If that doesn't happen, I guess I'd have to move back home.

JUDY: I'd rather leave here. I mean if there are jobs available somewhere else, I'd be willing to move to get one.

HD 1.14e

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Self Formation?

CONCERN/CONCEPT Self Identity In Adolescence/ Physical Development

HOMEMAKING SKILLS

- Understand and accept physical development during adolescence

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION		Read the story The Ugly Duckling and discuss how the story relates to being an adolescent. Make a bulletin board or individual worksheet entitled "You've Come A Long Way Baby" arranged with student pictures and information such as: --Birth statistics --Preschool pictures --Elementary school pictures --Current pictures --Current statistics Discuss the changes people note in the pictures and statistics.
	Physical development effects on self identity	What changes have taken place which affect your self identity? Discuss the physical changes noted during [illegible]scence. (Height, weight, growth spurts, sudden hunger, body proportions, change in voice, development of secondary sexual characteristics, increase in complexion problems.)

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Adolescent physical development	Administer a true/false pretest over information you are factually covering in physical development. Use questions similar to those listed below. 1. Girls usually start to menstruate between 10 to 15 years of age (T) 2. Boys physically develop more quickly than girls in adolescence. (F) 3. After boys reach puberty, they become more muscular. (T) 4. Girls are stronger than boys after puberty. (F) 5. In some people growth continues until age 25. (T) 6. Growth is not any faster during adolescence than before. (F)
		Using books, films, handouts and other resources, study adolescent development and complete teacher worksheets, or take notes on information. Discuss handouts and worksheets in class.
		FHA/HERO--Invite representatives of weight control groups, modeling agencies, "too tall" or "too short" support groups, dermatologist to speak on the effects of physical development on self identity. Discuss the agency's goals for physical development.
	Media influence on satisfaction with physical development	Look at magazine and television ads. Discuss the physical traits of men and women depicted. Discuss how media might influence how you feel about your own physical development. Discuss how some people feel if they do not look like the perfect type of man or woman.
PROBLEM		List individually the good and bad points about your physical growth, such as: --I have grown so tall none of my clothes fit. --I have grown so tall the desks at school are uncomfortable. --Wearing a bra/athletic supporter is the pits. --Group showers embarrass me now. --Pimples are terrible. --Now that I am tall I can finally see and reach things. --I do not look like such a baby now. --I have grown so tall that I am no longer chubby. --I love the kinds of clothes I can wear now. --My voice is really great now that it has changed. --I look forward to shaving like everyone else at home.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Dealing with growth problems	In groups, use practical reasoning to decide what is best to do in dealing with one of the irritating points listed.
	Reflection	IEE--Develop self-improvement goals related to one's physical development and use the practical reasoning process to decide what is best to do.
		Individually draw a cartoon about one of the things that annoys you most about your physical self and your solution for it.
		Go back to the bulletin board and try to recall a physical problem that caused you to cry, or at least feel badly. Write the outcome of that problem. In pairs, discuss ways you can keep a positive self concept with the current growth problem/discomfort you are experiencing.

21.

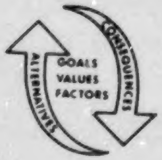
PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Self Formation?
CONCERN/CONCEPT	Self Identity in Adolescence/ Social and Emotional Development

HOMEMAKING SKILLS

- Recognize social and emotional development stages of adolescents and meet needs accordingly.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Read *Case Studies and discuss how these adolescents are growing socially and emotionally. What are practical problems in these situations?
MOTIVATION ACTIVITY	Social and emotional growth	Use resources to research and discuss topics in the social and emotional growth areas, such as: --Erikson's eight stages of development. --Maslow's hierarchy of human needs. (Use *Case Studies.) --Popularity versus loneliness in your peer groups. --Sex role expectations from adolescents. --How to work with others for a common purpose in clubs and classroom activities. --Development of sound leadership skills. --Seeking your own identity--who do you want to be? --Expressing feelings in a satisfactory way.
		Brainstorm what could cause teens to have emotional problems and not develop as others do (death in family, divorce, abused, handicapped).
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Values and goals relating to social and emotional development	Individually identify goals you have set for your own behavior. What values and factors have led to the development of these goals? Share with each other. Identify how different value orientations influence your social and emotional development.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Pros and cons of social/emotional independence or dependence	Role play examples of each statement. Videotape, play back and discuss the consequences. --I'll never learn to fit into the group. I like my group, but I always do what the group says. --I take on family responsibilities. I let the other family members meet my needs. --I learn to make friends from the opposite sex. I only have friends of the same sex. --I am preparing for a career. I will let my parents support me for the rest of their lives. --I only think of myself. I only think of others. I am considerate of others, but I meet my needs, too. --I can control my feelings in socially acceptable ways. I act impulsively on my feelings.
	Parent and community expectations	In groups list and discuss what your parents and community expect from you socially and emotionally in the following roles: --As a student --As a daughter/son --As a brother/sister --As a member of a group --As a future responsible adult --As a future voting citizen --As an individual
	Parent-child relationships	Using magazines, find pictures of parents and children interacting. Identify actions illustrated which may contribute to good relationships between children and parents. Use pictures and insights gained to prepare a bulletin board for school or classroom display. Brainstorm to develop two lists related to family harmony titled "Things that Make Life Pleasant at Home" and "Things that Make Life Difficult at Home." Select those items on each list for which you are responsible and write a short essay describing your contribution. Share essays in class. Follow by developing strategies for increasing the number of items on the "pleasant" side and decreasing those on the "difficult" side.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Parent-child relationships (continued)	Interview students and parents to determine what each feels the other can do to establish and maintain good relationships between parents and children. Summarize findings by developing two lists titled "Parent Ideas" and "Student Ideas." Analyze each to determine differences and similarities. Where differences are found, suggest reasons for them. Follow by selecting one or more techniques upon which both students and parents agreed to use in improving your own relationship with your own parents. Write a paragraph on "How I will raise my children." Discuss (or write) how your philosophy of parenting will be different from how you were raised and why.
	Sibling relationships	Divide into groups according to the position you hold among children in your home (only child, oldest, middle, youngest). As groups, discuss the advantages and disadvantages of each position. Share findings and follow by discussing the role birth order plays in sibling relationships. Use classroom or library resources to locate definitions of jealousy. Share ideas and then form your own. Follow by sharing instances of jealousy you have observed between siblings. Identify ways feelings of jealousy can be recognized and suggest steps persons can take to avoid or get over feelings of jealousy. Summarize by writing a paper describing the effect of jealousy on relationships with siblings. Pretend you could choose an ideal brother or sister to have as your own. Write a short paragraph describing the characteristics that person would possess. Share paragraphs, identifying common characteristics described. Analyze your own characteristics in regard to being a brother or sister.
PR	Reflection	As a class, select a big problem adolescents may experience in the social/emotional growth process. Using the practical reasoning process, develop a plan to work through the problem. Consider alternatives and consequences of each alternative as well as contributing factors. FHA/HERO or IEE--Individually select a social/emotional problem, as you did in the class exercise, and follow the same procedure you did there for your own possible improvement.

HD 1.15e

CASE STUDIES

John's dad died a year ago and John is the oldest of four children. His mom returned to work when the father died. John has tried to fulfill his father's household chores such as lawn care, planting a garden, putting in storm windows, making repairs on the house. He also has tried to assist his younger brothers and sisters with school work and sports activities. John has sometimes found himself resenting his mom's rules at home and is embarrassed to reveal that he has back-talked her.

Susan is very cautious about her driving behavior when behind the wheel. She has set her own rules for the use of her parent's car. She was motivated to do this because she witnessed a fatal accident of her classmates. She is really concerned with the safety of herself, passengers and car while driving.

Mark's younger brother is really a family misfit. All of Mark's family members have a difficult time showing the "little misfit" love and affection. Mark has seen his brother's classmates be cruel to him. Mark remembers when he encountered similar problems only to a lesser degree and how a close friend who was older helped him to make a turnaround. Mark loves his "misfit brother" and really wants to show him the love and understanding that his friend demonstrated.

Diane's mom and dad work afternoons from 3:00 until 11:00 p.m. She has taken over preparing the meals for her younger brother and sister and helping them with school work. Diane has major disagreements with her parents over the discipline she enforces when she cares for her brother and sister.

Steve never really felt good about himself as a person and was constantly putting himself down. He became friends with an older man in his neighborhood and helped the older man with the maintenance of his house and other tasks that the older man could not physically do for himself. Through the relationship Steve now has more confidence in himself and sees himself as a pretty nice person.

Marjorie, a majorette, is really great at twirling the baton. She has never excelled in any sports or school work. Margie really enjoys being in competitions and teaching others her skill. The confidence she has developed from her success has helped her become a better student, more outgoing, and she is willing to try new, scary things.

Max has always been a poor student, but has really seen how he needs to get better grades because he wants to start his own machinist business. He has started to really study and gets tutored in math because he needs that subject for his future career. Max really enjoys his classes now that he sees how he will use these skills in his business.

Tracy is really enjoying her drama classes and has gone to several plays that were professionally done. As she views these plays, she can identify the fantastic acting ability demonstrated, how the scenery was made and changed, how the costumes fit the historical era. No one in Tracy's family has ever really gone to plays or knows anything about drama.

PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Self Formation?
CONCERN/CONCEPT	Self Identity in Adolescence/ Intellectual Development

HOMEMAKING SKILLS

- Pursue opportunities for intellectual development
- Provide resources for intellectual development
- Develop a plan to enhance intellectual development

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Intellectual development--life-long process	Panel discussion--How can I prepare for intellectual growth throughout my life? Members of the panel should reflect persons of different stages in the life cycle and different careers. (Housewife with children, businessperson, mechanic.) List all of the courses you are taking in school this year. List at least one skill you expect to develop in each class. How will each skill help you in the future?
PROBLEM		

COURSE	SKILL I WILL ACQUIRE	THIS WILL HELP ME IN THE FUTURE
Personal Typing	How to use a typewriter	Type term papers/personal letters
English	Literature appreciation	Read technical journals related to my job Read for personal enjoyment

Identify one personal decision that must be made this year regarding intellectual development. Plot two different choices and their projected effect on your future (in one year, in five years, in twenty years).

--Pursue academic courses versus general courses.
--Strive for straight A's versus work for money.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Intellectual development--life-long process (continued)	--Practice piano versus babysitting. --Active role in FHA/HERO versus active role in G.A.A. --Read for fun versus doing homework assignment. Using resources, develop a list of definitions related to intelligence and identify characteristics of mental maturity. In groups, develop and share a chart of factors affecting intellectual development from birth, such as: POSITIVE — NEGATIVE Provide educational toys — Talk baby talk Read to your children — Limit exploration activities
	Resources available to assist adolescents	Survey local community for resources that contribute to intellectual growth. (Adult education, public library, 4-H clubs, jobs, older person, museums, colleges.) Invite representatives of these resources to class to discuss their opportunities or individually investigate groups and write a report or tape interviews to share. Invite a guidance counselor or psychologist to explain IQ tests, achievement tests and their validity in pursuing education or making career choices.
	Reflection	FHA/HERO or IEE--Encounter Project or IEE pertaining to intellectual development (read one book per month, visit museum, attend a lecture). Using the practical reasoning process, answer the question: "What is best for me to do in order to achieve optimum intellectual development at this point in time?"

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Self Formation?

CONCERN/CONCEPT Self Identity in Adolescence/ Moral Development

HOMEMAKING SKILLS

- Recognize stages of moral development
- Guide adolescents in moral development

29.

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION ACTIVITY		A question of morals involves the question of what is right and what is wrong. In your opinion, is the store owner right or wrong in these situations? --He turns a ten-year-old boy over to the police for stealing hot dogs and candy from his store. --He turns a ten-year-old boy over to the police for stealing hot dogs and candy from his store. He knows that the boy's family is on welfare and that his mother is in the hospital.
		Decide whether you agree or disagree with this statement: "In a moral dilemma, ultimately we have to decide which value takes precedence."
	Stages of moral development	Study information sheet *Kohlberg's Stages of Moral Development. Discuss each stage. Identify each of the stages in examples.
	Factors influencing moral development	Read case study *It's the Law. Stage a mock trial for Marianne and Jerry. Videotape and play back to identify stages of moral development illustrated.
	Need for moral standards in school	In small groups, write or tape a scenario of a school in which moral values are not upheld. Share with class.
		Read *No Rule Fits All Cases. Define unfamiliar terms. In small groups, give examples of how a decision may lead to each of the behaviors identified.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Moral dilemmas in everyday life	In pairs, create situations in which teenagers commonly find themselves that present a moral dilemma. Share with class.
PR	Reflection	For the above situations, use the practical reasoning process to generate alternatives and consequences. Make a decision. Analyze the effect of the decision on others.
		IEF--Listen to lyrics of current recordings or watch television programs involving families with plot lines presenting moral dilemmas. Analyze alternatives and consequences. Were there alternatives that were not chosen? Was there concern for others? Was there a decision made? Was it best for all concerned? Why?
		Individually write responses to the following situations. Justify your response. Consider universal consequences test and role reversal test.
PR		What would you do if: --You saw some of your classmates spray painting the school walls? --Someone broke into the candy machine and offered you some? --Someone offered to copy computer games for you that are copyrighted? --You were shopping with a friend and admired a new record album. After you left the store your friend opened her purse and gave you the same album? --Your best friend has told you she intends to run off and get married and not tell her parents?

HD 1.17

KOHLBERG'S STAGES OF MORAL DEVELOPMENT

Stage 0 EGOCENTRIC JUDGMENT
Judgments made on the basis of what I like and want. No conception of rules or obligation independent of my wishes.

Stage 1 PUNISHMENT AND OBEDIENCE
Physical consequences determine goodness or badness of action, regardless of human meaning or value of the consequences. Avoiding punishment and unquestioned deference to power values in their own right.

Stage 2 INSTRUMENTAL RELATIVIST
Human relations viewed in marketplace terms. Reciprocity, fairness and sharing present but only with clear trades for self-satisfaction. "You scratch my back, I'll scratch yours."

Stage 3 GOOD-BOY, NICE-GIRL
Good behavior is what pleases others, and is approved by them. Behavior frequently judged by intention. "Meaning well" becomes important for the first time.

Stage 4 LAW AND ORDER
Right behavior is doing one's duty, respecting authority, maintaining the social order for its own sake.

Stage 5 SOCIAL CONTRACT LEGALISTIC
Right action defined by general standards which have been critically examined and agreed to. Clear awareness of the relativism of personal value and corresponding emphasis on procedures for reaching consensus.

Stage 6 UNIVERSAL ETHICAL PRINCIPLE
Right defined by conscience in accord with self-chosen ethical principle that appeals to logical comprehensiveness, universality, and consistency: justice, reciprocity and equality of human rights, respect for human dignity.

Label the stage of moral development for each of these persons:

1. John has joined the Marines because he believes in his duty to defend his country. (4)
2. Ellen says that it is O.K. to shoplift since it makes her happy. (0)
3. Sue works hard in school to get good grades because then she gets her parents' approval. (3)
4. Peter won't take cookies without asking because he knows he'll be spanked. (1)
5. Ralph has joined the Peace Corps sacrificing a good job in order to help people in a Third World country improve their living conditions. (6)
6. Mary offered to take the dishes out of the dishwasher if her mother would buy her a new record. (2)
7. Linda as president of student council helped develop a student handbook in which students, faculty and parents studied and agreed upon standards of conduct. (5)

IT'S THE LAW

Case

Shoppers jammed the aisles for the post-Christmas sales at Milton's Department Store. Sandra Wilson, a 16-year-old part-time sales clerk in the junior department, was assigned to keep an eye on the customers picking through the overflowing sweater bins.

About midway through her shift, Sandra spotted two classmates browsing through her station. Jerry Malone and Marianne Stanton were a fairly steady couple at Midville High. Jerry had been picked to play the male lead opposite Sandra in the spring school play, however, and Sandra was anxious to know him better.

Jerry waved to Sandra and sauntered over for a chat. Marianne joined the crowd around one of the sweater bins.

As Jerry and Sandra discussed the upcoming play rehearsals, Sandra glimpsed Marianne out of the corner of her eye. To her astonishment, Sandra saw Marianne stuffing a sweater into the large canvas bag she was carrying.

Then, Marianne ambled over to Jerry and said, "I don't see anything here. Let's go get a soda."

Sandra does nothing about the shoplifting. As Jerry and Marianne are about to leave Milton's, Marianne decides to run back to check out the jewelry counter. They arrange to meet in 10 minutes at McDonald's, and Jerry agrees to take Marianne's canvas bag.

As Jerry leaves the store, the electronic monitoring system sounds an alarm. A security guard stops Jerry and discovers the stolen sweater.

Alternatives and Consequences

If you were Sandra, what would you do?

Sandra is faced with a legal and a moral decision. She could take one of three actions:

1. ignore the shoplifting incident entirely;
2. ask Marianne to put the sweater back into the bin;
3. call store security and have Marianne arrested for shoplifting.

By taking the sweater, Marianne has committed a theft crime. As an employee of the store, Sandra has an agreement with her employer to report shoplifters. If Sandra did not know the customer, she probably would call security immediately.

The situation does not change because an acquaintance is involved. Painful as a confrontation might be, Sandra is legally obliged to treat Marianne in the same manner as any other customer.

Aside from breaking her employment contract, if Sandra takes no action she could be considered an accessory to her friend's crime.

The second option is not satisfactory for several reasons. It pretends Marianne really did not do anything illegal, and it allows Sandra to treat Marianne differently from other customers.

To pretend Marianne did nothing illegal keeps her from facing the consequences of her action.

What will happen to Marianne if Sandra calls store security?

Because shoplifting costs the retail industry millions of dollars each year, merchants tend to deal strictly with shoplifters.

If Marianne is lucky, after the security officers question her and recover the stolen sweater, she will be allowed to go home in the custody of her parents.

However, it's more likely that the security officers will call the local police and Marianne will be arrested.

If Marianne is a juvenile, her parents will be called to the police station and a date will be set for a juvenile hearing. If Marianne is an adult (over age 18), a date will be set for a trial and she will probably have to post some amount of bond before being released.

If Marianne is found guilty after a trial or juvenile hearing, or if she pleads guilty, what kind of punishment will she receive?

Generally, shoplifting an item worth less than $100 is a petty larceny, punishable by less than one year in prison. (Petty larceny is a misdemeanor, which is any crime punishable by less than one year in prison. A felony is a crime for which the penalty is more than one year in prison.)

A prison term is not the only penalty a judge may consider. Among other alternatives, a judge may decide to put Marianne on probation, to levy a fine, or to order restitution or community service.

If this is Marianne's first offense, jail would not be a likely sentence. Rather, the judge might place Marianne on probation, with the condition that she stay out of Milton's Department Store. She may also be given a curfew or other restrictions.

Can Jerry be arrested for theft?

Yes. Thanks to Marianne, Jerry is now in a lot of trouble. He could wind up with an arrest record.

Also, the store managers can trace the sweater to the junior department, so Sandra may well be in trouble for failing to do her job properly.

Even if Marianne admits that she, not Jerry, took the sweater, Jerry might be charged as an accomplice to the crime. Jerry could only be convicted of this charge if the prosecutor proves, beyond a doubt, that Jerry helped Marianne commit the theft.

However, even if Jerry is acquitted, Marianne's actions and Sandra's failure to act, will have cost Jerry and his parents much time, money (attorney's fees) and aggravation.

HD 1.17

Did You Know:

*most shoplifters are between the ages of 13 and 19?

*girls shoplift four-to-one over guys?

*70 percent of high school students admit to shoplifting?

*the majority of high school students do not think shoplifting is a serious offense?

Shoplifting is the largest monetary crime in the nation. Losses due to shoplifting are estimated at $8 billion per year!

Consumers—you!—pay the cost of shoplifting in the form of increased prices. (Five to seven percent!) So shoplifters don't just rip-off stores, they rip-off honest shoppers, too.

Shoplifting may be somewhat routine among your classmates (a package of mints, here; a ballpoint pen, there). If so, you won't win any popularity contests confronting a friend directly--or reporting a classmate to authorities!

There is a way you can address the topic more comfortably, though. You can launch an anti-shoplifting campaign in your school as an FHA/HERO chapter project. Together, you and other FHA/HERO members can help classmates see the price they pay for shoplifting--in real dollars and, if caught, in a respected future.

Part of your campaign might include a rap session on why teens feel pressured to shoplift--or remain silent with and about friends who do. For some hard-core criminal and economic facts, you might bring in a police officer or a panel of local merchants.

For other program ideas and more information on shoplifting, write: National Coalition to Prevent Shoplifting, 14-A, 10 Atlanta Merchandise Mart, Atlanta, GA 30303.

*Adopted from Teen Times (Jan./Feb. 1982).

HD 1.17

Order in the FHA/HERO Court!

Most high school students don't think shoplifting is a serious offense. Why else would so many teens — 70 percent! — admit to shoplifting themselves?

You can help students in your school see the price they'll pay if they're ever caught shoplifting — or with a shoplifting friend!

Stage a mock trail where FHA/HERO members act out the roles of the main characters in the case of Sandra, Marianne and Jerry *(pp. 10-11)*. Ask for volunteers from your audience to be jury members. That way you can assure a fair hearing — one where your classmates can draw their own conclusions and make their own decisions about shoplifting.

Mock Trial Background Facts

Assume all of the facts of the case you're hearing are as stated in the preceding article. *(Don't tell your audience point blank Marianne did shoplift the sweater. Let the facts come out in your questioning at the trial.)*

Assume, too, that Jerry is arrested. On the basis of statements he made after his arrest, the local district attorney (the prosecutor in the case) decides to *indict* Marianne for the crime of petty larceny.

Jerry is being tried as Marianne's *accomplice*. Sandra is *subpoenaed* to testify for the prosecution.

Both defendants plead "not guilty." Because they are both under the age of 18, their "trial" is a fact-finding hearing that takes place before a judge of the juvenile branch of the local family court. (Juveniles do not have a constitutional right to a jury trial, but the laws of this state allow them to have a jury anyway.)

Hearing Procedure

1. *Opening statements.* First the prosecutor and then the defense attorneys make short statements outlining the facts from their viewpoint.
2. *Prosecutor's case.* The prosecutor calls his/her witnesses one-by-one and asks each to tell his or her story (direct examination). Next, the defense attorneys may ask these witnesses questions (cross examination).
3. *Defenses' case.* After the prosecutor has called all his/her witnesses the defense attorneys call their witnesses for direct and cross examination.
4. *Closing arguments.* One attorney for each side summarizes the case, the evidence presented, and argues why the jury should decide in his/her favor.
5. *Deliberation and verdict.* The jury decides which facts to believe and then announces its decision — verdict — in the case.
6. *Disposition.* If either or both defendants are found *involved* (the juvenile court word for guilty), the judge decides on their *disposition* (sentence).

Remember: Marianne and Jerry have pleaded "not guilty," so their characters will tell some story about how they've been set up. Sandra's character should get a special grilling, too. After all, she was preoccupied with Jerry during the event.

Have fun, but don't let the dramatics cloud the issue. Shoplifting is a serious offense. You want to help your classmates see and judge that for themselves. ■

Role Players

Judge
Jury
(11 members from your audience)
Jerry
Marianne   Defense Witnesses

Sandra
Mr Milton   Prosecution Witnesses
(store owner)
Security Guard
Defense Attorneys
(one each for Marianne & Jerry)
Prosecutor
(representing the store)

Legal Terms

accessory: someone who knowing that a crime has been committed, aids or shelters the offender with intent to defeat justice.

accomplice: someone who helps another person (the "principal") commit a crime.

acquit/acquittal: the defendant is found "not guilty."

bond: a sum of money an accused person must pay to gain release from jail before trial; the money is refunded when the defendant appears for trial.

indict/indictment: a person is formally charged with a crime by a grand jury.

larceny: taking someone else's property without their permission with intent to steal it.

probation: a sentence a judge might give, under which the convicted person can return to the community under the supervision of a probation officer and with certain conditions set by the judge.

prosecutor: the attorney who represents the state in a criminal case.

restitution: a sentence by which the convicted person is ordered to pay back the injury committed by the crime.

subpoena: a written order from a court requiring a person to appear before a judge at a certain date and time; failure to comply with a subpoena is contempt of court — an offense that may send a person to jail or result in a heavy fine.

HD 1.17

NO RULE FITS ALL CASES

The decisions about "right" and "wrong" when helping people are never simple. Each of us has a set of values which we have developed from our past experiences and which will continue to develop throughout our lives. When making decisions about right or wrong, we must examine not only how we act, but why we act and what the consequences will be. If we believe that jobs in Family and Community Services focus on personal relationships and are to improve the quality of life of people we serve, criteria developed by Lester A. Kirkendall* might be helpful.

MORAL BEHAVIOR	IMMORAL BEHAVIOR
leads to:	leads to:
integrity in relationships	duplicity in relationships
trust of others	distrust of others
broadening of human sympathies	barriers between persons and between groups
cooperative attitudes	uncooperative, hostile attitudes
enhanced self-respect	diminished self-respect
consideration of others' rights and needs	exploitation of others
individual fulfillment and zest for living	stunting of individual growth and disillusionment

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*From Sex and Our Society by Lester A. Kirkendall and Elizabeth Ogg, Public Affairs Pamphlet No. 366.

PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Self Formation?
CONCERN/CONCEPT	Self Identity in Adolescence/ Human Sexuality

HOMEMAKING SKILLS

- Recognize factors influencing sexuality development
- Practice making decisions for responsible sexual behavior

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Problems concerning human sexuality	Discuss the question--What do I need to know concerning human sexuality? Research answers during the unit. In small groups, discuss why teens are faced with problems and anxieties about sexuality.
	Definition of sexuality	In groups, brainstorm what is meant by "sexuality." As a group, write a consensus definition. Discuss how the descriptions of sexuality vary and how various aspects of a person (emotional, social, intellectual and physical) enter into the definition.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Sexuality development	Using resources, develop a list of experiences that help to formulate a person's sexuality. Include experiences in the following areas. --How toilet training may affect later sexual attitudes. --Childhood sexual learning experiences (older siblings, nudity). --Parental sexual attitudes. --Social conditioning. --Knowledge of sexual facts. --Male or female working in non-traditional job. Analyze values that might be developed in these situations.

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Family influences on sexuality	Contrast the following situations and describe differences in the feelings these persons might have about their sexuality. Determine the family factors that have influenced the values that may be held. Consider consequences. --Ann's family encourages her to be "into" physical fitness to keep in shape, and she is very aware of her body. --Sue has a weight problem and avoids situations that involve wearing revealing clothing (such as swimsuits, shorts, sleeveless garments). --Joe has three older brothers. --Ken is an only child and his mother is a single parent. --During adolescence, Carol's mom gave her a book about human reproduction and other sexual facts to answer any questions she might have. --Linda's parents are very verbal in discussion of sex-related information. They explained reproduction and other sexual aspects to her. --The Smiths encourage their sons to participate in physical types of activities, but suggest less strenuous ones for their daughters. --The Joneses encourage all of their children to participate in activities of their own choice.
	Influence of sex-role stereotypes on sexuality	Randomly collect magazine advertisements. Identify traditional sex-role stereotypes. Redesign a traditional advertisement to reflect changing concepts of men's and women's roles or find advertisements that reflect changing role concepts. Examine sex-role stereotypes found in books, television and movies. How do these influence the development of one's sexual image? FHA/HERO--Plan a social activity involving males and females in non-traditional roles.
SELF FAMILY SOCIETY	Sexual decision making	Brainstorm problems related to sexual identity and/or behavior. In groups, choose a problem and identify alternatives and consequences. Consider values, goals and situational factors to choose the best alternative. How will this decision affect the person, family and society? Use role reversal, universal and new situation tests on the decision.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection	Complete the following sentences: --My own personal definition of sexuality is... --A person's sexuality is influenced by...

65

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HD 1.19

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Self Formation?

CONCERN/CONCEPT Self Identity In Adolescence/Stress

HOMEMAKING SKILLS

- Understand stress to deal with family crisis situations

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION ACTIVITY		Do *Stress Ranking Cards by arranging cards from situations that cause a lot of stress to a little or no amount of stress. Then pull cards of situations that students have experienced stress during the past year.
		Complete worksheet listing causes of stress under categories such as: relationships at home, school, and with friends; time management problems, physical problems, other problems and recognition from others.
		Take *Stress Test and read *You and Stress. Discuss why life events may be ranked as they are. View and discuss films or videotapes regarding stress and teenagers.
	Stress-related problems for which teens may seek help	Relate personal experiences which have caused you to feel stressful. (Graffiti sheets, role plays, charades.) Describe stressful feelings.
	Knowledge of stress	Using resources, research causes and effects of stress. Include concepts of stress versus distress, body reactions to stress and how to cope with stress. See *Plain Talk About Stress.
		Use a wall chart to separate stressful situations into those that produce psychological responses and those that cause physical responses.
		Do relaxation techniques in class to demonstrate a method of alleviating stressful feelings.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Knowledge of stress (continued)	Can stress be positive? Cite examples.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Resources available to assist students in dealing with stress	In pairs, develop a list of stressful situations and determine alternatives of how a teen might deal with them. Invite persons representing organizations or agencies which provide support for dealing with stressful situations. (Mental health clinic, Al-Teens, school counselors.) Write summaries of presentations including: --Nature of services --Cost and availability --Your evaluation
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES		Discuss possible stressful situations described below. Develop choices that could lead to consequences identified on chart.

CONSEQUENCES	GREATER STRESS	MINIMIZE STRESS	LEAD TO PERSONAL GROWTH
Example Mark is hurt	Rams girlfriend's car	Talks to friend	Analyzes the problem with someone. Develops plan of action for making up, of when all else fails, finding a new girlfriend.

--Mark is hurt and angry because his girlfriend has broken up with him.
--Celia has had several run-ins with a threatening group of students on the school bus and dreads to ride.
--Lois has not been invited to the Homecoming dance.
--Adam is very poor at sports and is required to take physical education during his freshman year.
--Kim observed his friend shoplifting in a downtown store.
--Susan observes her parents fighting a lot and is fearful they may divorce.

HD 1.19

STRESS RANKING CARDS

PERSONAL ILLNESS OR INJURY

TROUBLE WITH POLICE

HOSPITALIZED

REMARRIAGE OF PARENT

TROUBLE AT WORK

TROUBLE WITH PARENTS

FIGHT WITH BEST FRIEND

TROUBLE WITH BOY/GIRL FRIEND

BEHIND IN SCHOOL WORK

MOVED TO A NEW HOUSE OR APARTMENT

PRESSURE FROM FRIENDS TO TAKE DRUGS OR ALCOHOL

LACK OF FRIENDS

ELECTED A CLASS OFFICER

VERY POPULAR IN SCHOOL

OVERWEIGHT OR UNDERWEIGHT

DEATH OF A CLOSE FAMILY MEMBER

DEATH OF A CLOSE FRIEND

PARENTS DIVORCED

PARENTS SEPARATED

PREGNANCY OF SELF OR GIRLFRIEND (IF MALE)

SEXUAL PROBLEMS

LOSS OF A CLOSE FRIENDSHIP

VERBAL FIGHT WITH A TEACHER

OUTSTANDING PERSONAL ACHIEVEMENT

FAILED AN IMPORTANT COURSE

FREQUENT FIGHTING WITH BROTHERS OR SISTERS

ARGUMENT WITH A TEACHER

LOW GRADES IN SCHOOL

HIGH GRADES IN SCHOOL

SUSPENDED FROM SCHOOL

HD 1.19

This stress test is not an exact scientific measurement or analysis. It is meant to visually portray a concept and allow you to think about how you handle stress.

Changes in our lives are certain to cause stress. Knowing that some life events are more stressful than others and trying to anticipate and plan for such changes may help us.

Below is a list of stress-causing life events you may have experienced. Go through the list and circle the number in the left-hand column next to each event you have experienced in the past year.

Life Events (The Social Readjustment Rating Scale)*	Mean Value
1. Getting married	101
2. Unwed pregnancy	92
3. Death of a parent	87
4. Acquiring a visible deformity	81
5. Divorce of parents	77
6. Fathering an unwed pregnancy	77
7. Becoming involved with drugs or alcohol	76
8. Jail sentence of parent for one year or more	75
9. Marital separation of parents	69
10. Death of a brother or sister	68
11. Change in acceptance by peers	67
12. Pregnancy of unwed sister	64
13. Discovery of being an adopted child	64
14. Marriage of parent to stepparent	63
15. Death of a close friend	63
16. Having a visible congenital deformity	62
17. Serious illness requiring hospitalization	58
18. Failure of a grade in school	56
19. Move to a new school district	56
20. Not making an extracurricular activity you wanted	55
21. Serious illness requiring hospitalization of parent	55
22. Jail sentence of parent for 30 days or more	53
23. Breaking up with boyfriend or girlfriend	53
24. Beginning to date	51
25. Suspension from school	50
26. Birth of a brother or sister	50
27. Increase in number of arguments with parents	47
28. Increase in number of arguments between parents	46
29. Loss of job by parent	46
30. Outstanding personal achievement	46
31. Change in parents' financial status	45
32. Being accepted at a college of your choice	43
33. Beginning senior high school	42
34. Serious illness requiring hospitalization of sibling	41
35. Change in father's occupation requiring increased absence from home	38
36. Brother or sister leaving home	37
37. Death of a grandparent	36
38. Addition of third adult to family (i.e. grandparent)	34
39. Becoming a full-fledged member of a church	31
40. Decrease in number of arguments between parents	27
41. Decrease in number of arguments with parents	26
42. Mother beginning to work	26

*See Coddington, R.D., Journal of Psychosomatic Research, Vol. 16, pp. 7-18.

HD 1.19

Senior High School Age

You and STRESS

If you don't have time to take the stress test now or would prefer to take the test on your own, total the mean value of the events that have happened to you in the past year and consider the following:

- If your total is below 150, you have a 1 in 3 chance of a health change in the next two years.
- If your total is between 150 and 300, you have a 1 in 2 chance of a health change in the next two years.
- If your total is over 300, you have a 9 in 10 chance of a health change in the next two years.

Our resistance to physical illness and mental distress can be greatly affected by changes that happen in our lives. Too much change, both good and bad, in too short a period of time can lower resistance and increase the risks of major health changes.

For more information, contact your County Board of Mental Health or local Mental Health Association.

WORK OFF STRESS: Physical activity, from tennis to gardening, can be an outlet for stress and reduce tension.

TALK OUT YOUR WORRIES: Confiding in a trusted friend or trained professional may relieve your stress. Often, another person can help you get a new perspective on things that are bothering you.

GET ENOUGH REST: Lack of sleep can reduce your capacity to deal with stress. Know how much rest you need and see that you get it regularly.

LEARN TO ACCEPT WHAT YOU CANNOT CHANGE: Some circumstances are beyond your control. Recognize your limitations and the limitations of others.

RELAX FROM TIME TO TIME: Schedule time to do something you really enjoy or to relax and don't let anything interfere, especially worrying about what you're not doing.

TAKE THINGS ONE AT A TIME: Don't try to get everything done at once. Determine what is most important and work to accomplish it. Then move on to other things. Make sure the goals you set for yourself are not too high.

USE MEDICATION CAUTIOUSLY: Many drugs, including alcohol, mask stress symptoms but do not relieve the underlying causes. Use only those medications prescribed for you by a physician.

LIKE YOURSELF: Respect your abilities and give yourself a pat on the back for the things you do well. Recognize your needs and forgive your errors.

HD 1.19

- A 19-YEAR-OLD GIRL LEARNS HER BOYFRIEND HAS BEEN KILLED IN AN AUTO ACCIDENT.
- A BUSINESSMAN LOSES AN IMPORTANT BUSINESS DEAL TO HIS COMPETITOR.
- AN ATHLETE RECEIVES A FIRST-PLACE AWARD FOR HIS EFFORTS IN A TRACK EVENT.
- A 15-YEAR-OLD BOY APPROACHES A GIRL TO ASK HER OUT FOR THE FIRST TIME.

What do all of these people and situations have in common? **STRESS.** This may surprise you because the last two situations both involve happy events. The fact is that it doesn't matter whether the situation is pleasant or unpleasant according to Hans Selye, M.D. What counts is the intensity of the demand it places on you to readjust. Dr. Delye, a Montreal, Canada, physician and author of several books on stress, calls these incidents "stressors."

He states that the physical reaction of the body to stress is basically the same, regardless of the stressor. Furthermore, he feels that the only complete freedom from stress is death. Humans thrive on stress because it makes life more interesting.

No matter what you are doing, you are under some amount of stress. Even while you sleep, your body must continue to function and react to the stress imposed by dreaming. Stress comes from two basic forces—the stress of physical activity and the stress of mental/emotional activity. It is interesting to note that stress from emotional frustration is more likely to produce disease, such as ulcers, than stress from physical work or exercise. In fact, physical exercise can relax you and help you deal with mental stress.

STRESS OR DISTRESS

Then would it be true to assume there is no such thing as bad stress? Dr. Selye feels that there is a type of stress that can be harmful. He calls it **DISTRESS**. Distress is continual stress that causes you to constantly readjust or adapt. For example, having a job you do not like can be constantly frustrating, and frustration is "bad" stress. If this distress lasts long enough, it can result in fatigue, exhaustion, and even physical or mental breakdown. The best way to avoid it is to choose an environment that allows you to do the activities you enjoy, that are meaningful to you. Your friends, your work, and even your future mate can be sources of challenging good stress or harmful distress.

Dr. Selye also believes that the absence of work is not necessarily a way to avoid stress. An example of this is the retired person who has nothing to do. Boredom then becomes an enemy capable of causing tremendous distress.

Source: U.S. Department of Health and Human Services, Public Health Service, Alcohol, Drug Abuse and Mental Health Administration, 5600 Fishers Lane, Rockville, Maryland 20857.

Work is actually good for you as long as you can achieve something by doing it. It will only wear you out if it becomes frustrating because of failure or a lack of purpose.

To avoid distress, you should seek work or tasks that:

a. You are capable of doing
b. You really enjoy
c. Other people appreciate

BODY REACTIONS TO STRESS

Regardless of the source of stress, states Dr. Selye, your body has a three-stage reaction to it.

Stage 1—Alarm
Stage 2—Resistance
Stage 3—Exhaustion

In the **ALARM STAGE**, your body recognizes the stressor and prepares for fight or flight. This is done by a release of hormones from the endocrine glands. These hormones will cause an increase in heartbeat and respiration, elevation in blood sugar level, increase in perspiration, dilated pupils, and slowed digestion. You will then choose whether to use this burst of energy to fight or flee.

In the **RESISTANCE STAGE**, your body repairs any damage caused from the stress. If, however, the stressor does not go away, the body cannot repair the damage and must remain alert.

This plunges you into the third stage—**EXHAUSTION**. If this state continues long enough, you may develop one of the "diseases of stress," such as migraine headaches, heart irregularity, or even mental illness. Continued exposure to stress during the exhaustion stage causes the body to run out of energy, and may even stop bodily functions.

Since you cannot build a life completely free from stress or even distress, it is important that you develop some ways of dealing with stress.

GETTING A HANDLE ON STRESS AND DISTRESS

Recognizing that stress has a lifelong influence on you, what can you do about handling it? Doctors have come up with a few suggestions on how to live with stress.

1. WORK OFF STRESS—If you are angry or upset, try to blow off steam physically by activities such as running, playing tennis, or gardening. Even taking a walk can help. Physical activity allows you a "fight" outlet for mental stress.

2. TALK OUT YOUR WORRIES—It helps to share worries with someone you trust and respect. This may be a friend, family member, clergyman, teacher, or counselor. Sometimes another person can help you see a new side to your

problem and thus, a new solution. If you find yourself becoming preoccupied with emotional problems, it might be wise to seek a professional listener, like a guidance counselor or psychologist. This is not admitting defeat. It is admitting you are an intelligent human being who knows when to ask for assistance.

3. LEARN TO ACCEPT WHAT YOU CANNOT CHANGE—If the problem is beyond your control at this time, try your best to accept it until you can change it. It beats spinning your wheels, and getting nowhere.

4. AVOID SELF-MEDICATION—Although there are many chemicals, including alcohol, that can mask stress symptoms, they do not help you adjust to the stress itself. Many are habit-forming, so the decision to use them should belong to your doctor. It is a form of flight reaction that can cause more stress than it solves. The ability to handle stress comes from within you, not from the outside.

5. GET ENOUGH SLEEP AND REST—Lack of sleep can lessen your ability to deal with stress by making you more irritable. Most people need at least seven to eight hours of sleep out of every 24. If stress repeatedly prevents you from sleeping, you should inform your doctor.

6. BALANCE WORK AND RECREATION—"All work and no play can make Jack a nervous wreck." Schedule time for recreation to relax your mind. Although inactivity can cause boredom, a little loafing can ease stress. This should not be a constant escape, but occasionally, you deserve a break.

7. DO SOMETHING FOR OTHERS—Sometimes when you are distressed, you concentrate too much on yourself and your situation. When this happens, it is often wise to do something for someone else, and get your mind off of yourself. There is an extra bonus in this technique—it helps make friends.

8. TAKE ONE THING AT A TIME—It is defeating to tackle all your tasks at once. Instead, set some aside and work on the most urgent.

9. GIVE IN ONCE IN AWHILE—If you find the source of your stress is other people, try giving in instead of fighting and insisting you are always right. You may find that others will begin to give in, too.

10. MAKE YOURSELF AVAILABLE—When you are bored and feel left out, go where the action is! Sitting alone will just make you more frustrated. Instead of withdrawing and feeling sorry for yourself, get involved. Is there a play or musical coming up? Chances are they will need help back stage. Get yourself back there and somebody will probably hand you a hammer or paint brush.

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RECOGNIZING STRESS AS AN ONGOING PART OF LIFE MAY WELL BE THE FIRST STEP IN DEALING WITH IT. TURN STRESS INTO A POSITIVE FORCE AND LET IT MAKE LIFE MORE INTERESTING.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Interpersonal Relationships?

CONCERN/CONCEPT Peer Relationships/Adolescent Suicide

HOMEMAKING SKILLS

- Learn to deal with peer/school pressure
- Find community resources that support family
- Deal with family crisis

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		In small groups, brainstorm one question on a large piece of paper. Pass the paper on to the next group. Discussion starters might include: --What causes suicide? --What are some signs of depression? --What would you do if you overheard someone threaten suicide? --Do you know anyone who has considered suicide? Begin a journal of personal responses to this module. Read *Teenage Suicide and *Behind a Surge in Suicides of Young People. Using these and other resources, develop a fact or fallacy sheet with statements similar to those listed below. --Anyone who tries to kill himself/herself has got to be crazy! --Nothing could have stopped her/him once she/he decided to kill herself/himself. --I will bet he was rich. Those rich kids kill themselves because they are bored. --She killed herself on a gloomy Wednesday. The weather oppressed her. --Do not mention suicide or it will give him ideas. --It was not suicide since she did not leave a note. --There was something romantic about their suicide.
	Indicators of suicide	Using resources, develop list of indicators of suicidal tendencies.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Pressures	Brainstorm pressures that may contribute to suicide attempts. Contact community agencies to find local statistics for suicide attempts and reasons for these attempts. For every adolescent male who attempts suicide, there are at least three adolescent females. For completed suicides, this ratio is reversed. Discuss why this is so.
	Coping skills	Perform skits which show feelings when --you tried out for cheerleading or basketball team and failed --made a speech in front of class and did poorly --attended a meeting where you knew no one and no one spoke to you --broke up with your girl/boy friend --didn't get asked or were rejected when asking someone to homecoming dance Generate a list of positive and negative ways in which people cope with rejection. Discuss consequences of each. --Withdrawal --Fighting back --Being depressed --Becoming actively involved in new activities --Conforming --Doing nothing --Being angry --Searching for alternatives --Putting it behind them and going on with life
	Helping others	Put poster paper on the wall. Title the paper "Looking for the good." Whenever the teacher or any student sees something good happening or experiences a good feeling about any classmate (including one's self), write a positive statement on the paper. For example, "Johnny smiled at me," "Susan looks nice today," "My teacher called on me today," "I felt good about myself today." To encourage everyone to participate, suggest that if everyone can find something good about everybody else in the class, the whole class will get a reward (bags of peanuts, free hamburgers, etc.). Discuss the responsibilities you have to help students who are experiencing problems.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Resources available to assist adolescents	Develop a list of possible help. (Suicide hotline, family service center, ministers/doctors in the community.) Identify library/school resources such as school counselors, magazine articles and books. FHA/HERO or IEE--Conduct community workshops on communication skills, including listening skills.
PROBLEM	Factors relating to adolescent suicide	Role play or stage sociodrama of the following situations to identify signs and myths concerning suicide. Discuss and analyze signs and myths. --I threaten to kill myself whenever I feel hurt or angry. "You'll be sorry when I'm dead!" is one of my favorite endings to arguments with my parents. Because I talk so much about suicide, I will not actually attempt it. --I tried to kill myself with an overdose of sleeping pills. My parents found me and rushed me to the hospital where doctors pumped my stomach. After the pain and fright I experienced, I probably will not attempt suicide again. --I have been depressed for some time. I told my closest friend that I have nothing to live for and want to die. During the past few days, however, I have acted relaxed and cheerful. You can safely assume that my suicidal thoughts have now passed.
PR		In small groups, use practical reasoning to solve this problem. Your best friend broke up with his/her girlfriend/boyfriend and has told you he/she is considering suicide. What should you do? Share all the alternatives considered, possible consequences for each and the decision. Justify your decision. FHA/HERO--Using FHA impact process, work with school administration to develop a school policy/process for handling potential suicides.
	Reflection	Keep journals and hand in at end of unit. Develop a bulletin board for room/school giving factual information on adolescent suicide.

TEENAGE SUICIDE

Any one or any combination of the following events should alert those dealing with adolescents that suicide attempts may possibly follow these types of occurrences:

- sudden or precipitant alienation from parents in the absence of other emotionally supportive human relationships
- real or imagined rejection by a peer (of either sex) whose relationship has been highly valued.
- a significant failure (usually either athletic or academic) involving "public" exposure.
- major family disruption or dissolution (usually involving the parental marriage), especially if the young person implicates himself as a reason for that disruption.

The above are not intended as a complete list, but merely suggestive of the types of situations in which an adolescent might see all possible alternatives as dwindled away or gone, and he or she can only see ending the misery by suicide. The above situational factors become more ominous when they occur in the presence of:

- a long-standing history of the use of maladaptive coping mechanisms in the adolescent (for example, frequent runaways, truancy, stealing, etc.).
- social isolation which has recently become more prominent.
- drug or alcohol abuse.

It is also well to note that suicidal attempts may occur in the absence of any clear-cut signs of depression. The suicidal act is a cry for help, indicating that the adolescent sees no other way out of the dilemma he or she is in. Thus, the emotional tone can be one of despair, confusion, anger or panic, but the unhappy adolescent sees himself without an alternative.

Terms such as escalation, build-up, and end-point behavior serve to convey the process view of suicide. Dr. Joseph D. Teicher, Director of the Los Angeles Child Guidance Clinic, and his colleagues at the University of Southern California Medical Center have been studying adolescent suicide attempters since 1963. They find that the average 16-year-old who attempts suicide has had the preceding five years marked by many personal, medical, social, and family difficulties. Additionally, they found that the adolescent and his or her parent or parents had considerable discrepancies between how they viewed the adolescent. These discrepancies acted to escalate the total family conflict. They conceptualize a three-stage process that leads to social isolation, and this in turn culminates in a suicide attempt by the young person. The three stages are: (1) the presence of problems dating from childhood or early adolescence: (2) a period of escalation in which new problems brought on by adolescence are added to the existing background issues; (3) a final stage occurring in

Excerpted from: Forecast For Home Economics, January 1980.

the weeks or days just prior to the suicide attempt in which a chain reaction breakdown occurs in the young person's few remaining important social ties. The adolescent finds himself or herself at the end of a process that had produced a sense of almost total alienation and isolation. All important, meaningful social ties have dissolved. At this point, an alienated, isolated young person feels he or she is literally and figuratively at the end of the rope.

MALE AND FEMALE ADOLESCENT SUICIDES

Steven M. Walch of the Berkeley Therapy Institute, Berkeley, California, studied the differences between male and female teenage suicide attempters; he also studied the nature of life following a suicide attempt, for little is known about the quality of life teenagers experience following those attempts. He also compared these teenagers with comparable agemates who had not attempted suicide. He concluded that the differential treatment accorded males and females in our culture influences the motivations and processes leading to suicide attempts. Adolescent "female suicide attempts are related to alienation from major **EXTERNAL** resources in their lives (family, schools, and peers), while adolescent male suicide attempts result from both extreme family alienation and a pronounced lack of self-esteem." Walch's work found that female attempters were a highly visible group. Their "cries for help" had brought them to the attention of their school, police, and families, while the male suicide attempters had not so clearly stood out from their non-attempter peers. He concluded that "effective treatment and prevention for suicidal female adolescents may depend on bolstering their external areas of support, particularly peer relationships, while successful treatment for males may depend on raising their sense of self-esteem."

WHAT TO LOOK FOR

Social isolation appears to be the one most important attribute distinguishing those who kill themselves from those who do not. In study after study the youngsters who commit suicide are often reported to have had no close friends, or to have been so isolated that they were literally unknown in their classroom to the other students and the teachers as well.

Studies do not support the often heard notion that adolescent suicides and suicide attempts are impulsive gestures occasioned by a single emotional trauma. On the contrary, the evidence strongly indicates that a long process of alienation and social isolation has accrued, and the attempted or completed suicide is an end-product of a long-evolving process.

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HOW TO HELP

Research has not pinpointed ways to detect and prevent potential suicidal acts. Therefore, the following can only serve as guidelines to teachers and those working with young persons. Students with inclinations such as the following might be the ones most needing a friendly helping hand extended their way:

- lonely, isolated, good students who never seem to feel satisfied with their performances. They are filled with doubts about their adequacy, even though they may be achieving more than their classmates. Often their families, or a particular parent, seem to have conveyed a tremendous sense of responsibility to succeed, but at the expense of not having helped the youngster learn how to get satisfaction and support from social relationships. He or she has grown into an isolated, self-blaming person who is relatively unable to feel secure or self-satisfied.

- students who seem plagued by a nagging pessimism, who express a lack of hope about their future life, who seem extremely unhappy and alienated, and in whom one detects a new intenseness to their inner turmoil.

- be mindful of students who show signs of anorexia, insomnia, and despondency. That is, pay attention to signs that the student has practically stopped eating, is looking tired, unrested, and agitatedly sad.

- pay careful attention to remarks in a depressed student that he or she feels "too tired to go on," feels a sense of hopelessness that "no matter what is tried it won't work."

HD 1.20

BEHIND A SURGE IN SUICIDES OF YOUNG PEOPLE

WHY CHOOSE DEATH AT SUCH A TENDER AGE? THAT'S THE QUESTION ASKED BY PARENTS AND MEDICAL EXPERTS.

On June 5, a 17-year-old high school student in North Salem, N.Y., hanged himself with his own belt in the bathroom of his home.

It was just three weeks after his girlfriend, last year's school homecoming queen, took her life in a similar manner following a quarrel between the two.

Their deaths so shocked the community of 4,500 that police put up barricades to keep outsiders away from the school grounds and counselors kept close watch to spot other troubled youngsters.

Distrubing as the New York tragedy may be, it is by no means an isolated incident. The suicide rate for people 15 to 24 years old has risen 300 percent in the past two decades.

One expert, Los Angeles psychologist Michael Peck, estimates that a million children a year think at one time or another about suicide.

"What we are seeing now is an epidemic of suicidal communication among young people," says Peck. "It is a way of saying: 'Someone help me.' Youth are desperate, unhappy, confused and compulsive. They can't think of any other way out."

CROSS SECTION. Youngsters who attempt suicide come from all classes of society and even include preschoolers. Among the shocking examples are a 6-year-old who tried to hang himself because he thought he was a burden to his financially strapped family and a 14-year-old girl who knelt in front of a train after learning she was pregnant.

Although official figures are difficult to obtain, estimates are that at least 7,000 teenagers kill themselves annually. As many as 400,000 attempt suicide.

Some analysts believe that the suicide rate may be even higher. For instance, many suicides are listed as accidents to protect insurance benefits or to shield the family from the stigma of such deaths. Some homicides, too, are thought to be invited by the victim—a suicidal person who puts himself or herself in a position to be killed. Says psychiatrist Mary Giffin of Northfield, Illinois: "It could be a fall down the stairs, a child who rode a bicycle into oncoming traffic. We've gotten to the point where we question every accident."

As a result, the medical profession is taking a much closer look at childhood depression and stress. Pamela Cantor, a Massachusetts psychologist, says suicide in the young can almost always be tied to a sense of loss or failure.

Excerpted from: U.S. News & World Report, June 20, 1983.

The loss can be that of a friend, a member of a family through divorce or death, a pet, a job, or even a sense of control over their own lives. Failure can be imagined in one's physical appearance, in being too slow or too smart in school or in domestic problems children believe they caused. Abused children often attempt suicide.

HD 1.20

Other contributing factors, according to experts, run the gamut from violence on TV and in the movies to low self-esteem, racial bigotry and the pressures of growing up too fast.

Parents who provide little personal attention also are blamed. Says Washington, D.C., psychiatrist Willie Hamlin: "Parents sometimes are so busy working hard to provide the material things that they've neglected what the child really needs and wants—time, attention, love and affection. The child acts out with suicide attempts to get attention."

Still another researcher, sociologist Steven Stack of Pennsylvania State University, sees a relationship between the rising suicide rate among youths and their lagging church attendance. In his view, religious beliefs tend to support people through life's trials and lend meaning to suffering.

Whatever the reasons for the wave of suicides, many government and private groups are taking new steps to tackle the problem. In operation around the country are more than 550 suicide-prevention centers and special hot lines. One Chicago suicide hot line rings every 20 seconds.

HD 1.31e

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Do I Do Regarding Self Formation?

CONCERN/CONCEPT Life Span Development/Career Goals

HOMEMAKING SKILLS

- Evaluate the importance of career goals

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY	Formulation of career goals	Debate the merits of setting career goals versus having no career objective. Conduct a taped interview of several people who have been working on one job/career for a couple of years and ask the following questions. --Did the person have definite career goals formed that influenced the career choice? --Did they consider the consequences of different career alternatives? --Who or what influenced the formulation of their goals? Share results of the individual interviews. Invite a panel of working people to discuss forming career goals, where they found assistance and how they feel about the importance of forming and reassessing career goals. Summarize responses of each panel member. Prepare vignettes to identify factors influencing the selection of career goals such as: --Paul feels his job is not as rewarding as he thought it would be. (job satisfaction) --Don has had seven jobs in the last ten years. (changing jobs frequently) --Susan has graduated from technical school but cannot find a job in her hometown. (job location) --Joe cannot find a job that interests him. (interest) --Jane's parents still hope to convince her that she should not take the job as forest ranger. (parent expectations)

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Formulation of career goals (continued)	--Daniel dropped out of college because of the death of his father. He must now be the sole breadwinner of the family. (unable to complete training because of various reasons)
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES		Examine the vignettes. What evidence was there of career goals? Discuss alternatives for each vignette and possible consequences.
	Resources for goal formation	Invite the guidance counselor to discuss resources, tools and individuals that could assist student's goal formation.
		Brainstorm resources for assistance in the area (Chamber of Commerce, College Admissions Director, local business persons or personnel directors, library resources about future career forecasts). Analyze help that could be received from each.
		Discuss with parents, teachers, guidance counselor and others what role they would like to play in the student's career goal-setting process and what goals they have for the student's career future.
		Complete *Values and Goals that Relate to Career Selection. List likes and dislikes in separate columns. Rank each column in a preference priority. Research jobs or career options that reflect your preferences.
SELF FAMILY SOCIETY	Reflection	FHA/HERO--Develop an Encounter project. Develop a career goal with a rationale for the selection. Why does this seem to be the preferred choice at this time? Would the choice be a good one for your present family? Your future family? What if all your classmates made the same decision? Would the chosen career be equally good for males and females?

VALUES AND GOALS THAT
RELATE TO CAREER SELECTION

HD 1.31e

Circle the following letters that express your feelings about the statements.
A = always S = sometimes N = never

A S N 1. I like to work with people.
A S N 2. I like to work with machines.
A S N 3. I like to work with animals.
A S N 4. I like to work alone.
A S N 5. I like to work with one other person.
A S N 6. I like to work in small groups.
A S N 7. I like to sit when I'm working.
A S N 8. I like to stand when I'm working.
A S N 9. I don't like to be confined to just one area when I'm working.
A S N 10. I like to be responsible for and do the same things every day.
A S N 11. I enjoy doing different or a variety of things every day.
A S N 12. I prefer to work indoors.
A S N 13. I prefer to work outdoors.
A S N 14. I prefer working with children as clients.
A S N 15. I prefer working with teenagers as clients.
A S N 16. I prefer working with adults as clients.
A S N 17. I like to be told what to do in detail.
A S N 18. I like to be responsible and make my own decisions within limits set by my boss.
A S N 19. I like to work during the day.
A S N 20. I like to work at night.
A S N 21. I would like to work a swing shift.
A S N 22. I prefer weekends off.
A S N 23. I prefer working in one place.
A S N 24. I prefer traveling for my job in a limited area.
A S N 25. I prefer to travel a large area for my business.
A S N 26. I prefer to work in an office.
A S N 27. I would like to stay in this community to work.
A S N 28. I prefer to work in a factory.
A S N 29. I prefer working in a store.
A S N 30. I prefer to work in a laboratory.
A S N 31. I prefer to work in a medical facility.
A S N 32. I prefer to work in a school.
A S N 33. I like working with numbers.
A S N 34. I like working with written information.
A S N 35. I like performing scientific processes.
A S N 36. I do not mind getting my hands dirty.
A S N 37. I do not mind getting my clothing dirty.
A S N 38. I prefer to work only my shift.
A S N 39. I wouldn't mind being on call 24 hours a day for my job.
A S N 40. I would like to work overtime.
A S N 41. Salary is one of my top priorities in job selection.
A S N 42. Fringe benefits are a top priority in my job needs.
A S N 43. I prefer not to return to school after high school.
A S N 44. I would enjoy attending workshops to keep me updated on the job.
A S N 45. I plan to attend technical school.
A S N 46. I plan to attend a four-year college.
A S N 47. I plan to attend graduate school after college.
A S N 48. I prefer a job that offers prestige.
A S N 49. I like to speak and write on the job to and for groups of people.
A S N 50. I like to be inventive and creative in my work.
A S N 51. I like working with ideas.
A S N 52. I like to learn new things all the time.

HD 1.31

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Self Formation?

CONCERN/CONCEPT Life Span Development/Career Goals

HOMEMAKING SKILLS

- Explore and determine career goals

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Listen to the record "Nine to Five" and list the singer's career goals, advantages and disadvantages to the job and how his/her career goals could or may change. IEE--Choose two characters from television novels or from history--one of whom has let life shape her/his goals and the other who has controlled his/her life plan. Discuss influencing factors. Take an aptitude survey administered and scored by your guidance department and discuss the results with your teacher, counselor, parents or adults.
	Plan for career exploration	List careers of interest to you. Make a master plan for career exploration which includes: --Identifying career clusters and options. --Identifying careers available in the community. --Re-evaluating your career goals. --Listing your abilities or strengths. --Taking other aptitude tests. --Determine academic and financial assistance available that you could attain or for which you might qualify. --Researching careers of your interest and compare them to your goals, abilities and aptitude and making a list of advantages and disadvantages of each career you selected. --Investigating what has led to job enjoyment and success of people in your community.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Plan for career exploration (continued)	In groups, read and discuss information relative to the psychological period each student has reached in his/her vocational selection process. *Four Psychological Periods in the Vocational Selection Process.
	Resources	Using the telephone book, work in small groups to make a list of career possibilities in your area.
		Compare your group's list of career possibilities with information given by a speaker from the Chamber of Commerce or personnel director of an area business.
		Prepare a bulletin board on home economics careers. View films and examine other resources on home economics careers.
		Make a collage depicting people in different career clusters, traditional and non-traditional.
		Spend a day with a person who is working on the job(s) you are considering and analyze the advantages and disadvantages. Are there any career choices you really see as possibilities or absolute rejects?
		Explore educational preparation or training institutions available that would assist in the attainment of your career.
		IEE--Explore and apply for scholarships, grants or financial assistance that could make your educational training possible.
PROBLEM	Reflection	Read and respond to the case study of Gene using his goals, aptitudes, interests and values to help him decide on one career. What would be the consequences? Why do you think this is the best decision? Would it be best for his family? Test the decision.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Reflection (continued)	Gene really likes to work with his hands and likes working inside. He gets along well with people at the pizza place. He also has found out he is fascinated with machines and works with hhem efficiently. Gene can stand all sorts of noise when he works/creates at school and on the job. Gene really gets satisfaction from seeing creative projects completed and does not care much about his income level. Write your response to the following statement--In 15 years my career will be... IEE--Research your career alternatives and consider consequences of your selection. Consider factors similar to those listed below. --Career goals --Aptitudes --Abilities --Interest --Availability of jobs --Education required --Financial possibilities --Values FHA/HERO--Sponsor a career day at school or assist the guidance department in having one.

FOUR PSYCHOLOGICAL PERIODS IN THE VOCATIONAL SELECTION PROCESS

HD 1.31

Those who study the world of work suggest that four psychological periods make up the process of vocational choice. The first of these is the fantasy period. This is a time when no qualifiers are placed on career choice. Individuals can be anything they choose, with no thoughts of ability, training, job requirements or available opportunities. A person needs only to want to be an astronaut to believe that he or she can be one. During the second period, the transition period, individuals begin to consider conditions and demands. They first consider interests and later aptitude, personal values, and goals. The third period is called the exploration period. The person begins experimenting with and exploring different work settings. Finally, there is the realistic phase. Greater thought and effort is put into resolution of the vocational choice problem. Here people become more sensitive to opportunities and limitations. ("There are only two or three quarterbacks on the roster for each team in the NFL, and my throwing arm is not strong.") Individuals attempt to match personal qualifications and motives for work (high income, fun, etc.) with the requirements and conditions of the job.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Self Formation?

CONCERN/CONCEPT Life Span Development/Education

HOMEMAKING SKILLS

- Encourage education throughout life

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Pop Quiz: What will you spend 2,250 days of your life doing? (Spend time in school, from kindergarten to graduation.) What will cost the taxpayers and/or parents $1,560-$9,623 per year per child? (The amount of money to operate and maintain the school, including teachers, principals, books, staff, school building, utilities.) (Source: Ohio Department of Education, Bureau of Computer Services, 1983.)
	High school education	Invite the guidance counselor to discuss the different forms of high school programs. Generate advantages and disadvantages for each. Small group discussion of following questions: --What are the reasons you think people need a high school diploma? --Why do you think people quit school? Stay in school? --Where would you seek help if you were trying to decide whether or not to quit school? --If a friend is making poor grades, what program(s) at school might be of assistance? --What kinds of things do people learn in school? How are these skills and information used? --What makes school enjoyable and learning useful?
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES		List your present and future goals that will help you stay in school until you graduate. What influence does family, future employers and the law have on educational goals and values? Share list with class.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	High school education (continued)	Make a pamphlet for other students listing the alternatives to dropping out of high school, the possible consequences of not graduating and the advantages to staying in school. Include such things as benefits of programs like O.W.A., O.W.E., Vocational Work-Study programs, receiving help on how to study from a counselor, possible student tutor system.
		FHA/HERO--Sponsor a tutor system for students who would like to improve grades.
		IEE--Discuss with people in adult high school consequences of dropping out of school and attending night school.
	Post high school education	Interview people as to why they have completed post-secondary training or taken adult classes.
		Do a follow-up study of graduates. Record number who have taken post-high school training. Classify according to life skills, training for a job or career, self-improvement and hobby.
		IEE--Identify adult classes offered in your community. Record number enrolled and characteristics of participants.
	Reflection	Respond to the following statements in writing. --My high school diploma will benefit me in the following ways... --Benefits of continuing education throughout life are...
		IEE--Develop your schedule for your remaining years in high school and give a rationale for your selection.
		FHA/HERO--Plan an Encounter goal for improving your grades or study area at home.

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PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Self Formation?

CONCERN/CONCEPT Life Span Development/Leisure Time

HOMEMAKING SKILLS

- Pursue personal hobbies and interests
- Encourage family members to develop to fullest potential
- Evaluate types of leisure time activities

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Develop a bulletin board with pictures of individuals and families at play.
	Recreation	In a circle, tell what comes to your mind when you hear the word "recreation."
	Play	Play is important to a child's development. List reasons why it may be important to adolescents and adults as well.
CONSEQUENCES GOALS VALUES FACTORS ALTERNATIVES	Television	Maintain a log of television programs you watched and the time spent for four days, including a weekend. Evaluate the time. What was worthwhile to you? Why? What are other things you would have done with your time (opportunity, costs)?
		Using resources, find facts regarding television viewing habits and effects of television on people. Share findings with class.
		Write a short paper describing the role television plays in your life. Analyze your viewing habits and make suggestions for change if needed.
		As a class, brainstorm creative possibilities for television programs that you would like to see.
	Board games/ card games	Bring a board/card game to school. Demonstrate how to play the game. Which are suitable for young people? Teens? The whole family? What kinds of adaptations can one make for young children?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Board games/card games (continued)	IEE--Using resources, develop new board/card games. Share with class.
	Hobbies/crafts	Set up a display of hobbies and crafts. Individually describe. Discuss reasons for developing hobbies and crafts. What tools and equipment are necessary? Skills? Knowledge? What are the costs?
	Spectator versus active sports	In two columns list examples of spectator and active sports. Some people say we have become a nation of spectator sports. Debate--If this is so, is it good for Americans?
	Cooperative versus competitive games	In two columns list examples of cooperative and competitive games. Identify advantages and disadvantages for playing cooperative games, competitive games. What factors may affect your choice?
	Reading	Invite a librarian to discuss reading as recreation. Share favorite novel.
	Community resources	Invite local parks and recreation personnel to describe facilities and activities available in community.
		Using community resources, compile a list of recreational activities in the community. Write letters to a state development or tourism travel department requesting travel information. Share with class.
		Examine literature from Ohio Department of Natural Resources and list types of recreational opportunities. (State parks, campgrounds, historical sites, museums, hiking trails.)
	Individual versus family recreation	It has been suggested that the growth of spectator sports, amusement parks, swimming pools and tennis courts tend to move recreation out of the family. What are consequences of limiting recreational activities to others of the same age group?
		In small groups, develop a list of leisure time activities which would be appropriate for each of the following values/goals. --Improving personal competence in a sport. --Improving physical fitness.

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES PR	Individual versus family recreation (continued)	--Source of companionship among friends. --Educational for children. --Escape from work responsibilities. --Improving mind. Analyze values for each of the following families. --Team Family. Dad Team coaches Little League and Mom coaches soccer. Two sons play baseball, soccer, and are on the swim team. With all of this organizational activity, there is little time left for other recreation. --Camp Family. The Camp family spends almost every weekend camping. Much of the time in the winter is spent planning camping trips. The family members bowl together and enjoy movies. --Smith Family. The Smith family is fairly wealthy. The parents travel alone together often, but sometimes they take children along for vacations. They provide money for the children to go to amusement parks, movies or whatever they want. --Jones Family. The Jones family does not have much money but is very resourceful. Family members know a variety of card games and have purchased a large assortment of board games at garage sales. The children have a variety of collections--insects, bottle caps. They do camp at nearby state parks where they like to fish and hike. --Tube Family. Life in the Tube family revolves around the television set. It is on most of the day, including meals. The television is the only source of news and major form of entertainment. Which family would you prefer? Why? Develop a poster depicting an individual or family who has achieved a balance in work, family and leisure. Use practical reasoning to determine the role of leisure time in your life today and in ten years. What are alternatives? Consequences? Give reasons for your choices.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Self Formation?

CONCERN/CONCEPT Life Span Development/Choice of Life Style

HOMEMAKING SKILLS

- Research and compare life style options

PROCESS SKILLS	CONCEPTS	STRATEGIES
		What do you see yourself doing in the next five years? Where do you think you will be living? What do you think will be your living situation? Will all of these answers be completely different in ten years? Write a brief answer to each question based on your dreams and plans. What resources will you need to fulfill these dreams?
	Life style options	Research different life style options. (Use magazines, newspapers, books, films, personal contacts, Phil Donahue Show and other television documentaries.) List the life styles found. Give description of each and discuss possible advantages and disadvantages. Identify resources needed to maintain different life styles and factors which influence one's personal choice.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Factors which influence life style options	Share the information from the research. (Life style options--single, live with parents, live in commune, live with group of same or opposite sex, share living expenses and space with a person of the same or opposite sex, open marriage, monogamy marriage, extended family, single with a child, foster families, group homes and others.) Discuss the following two questions. --What kinds of influence do you think the following careers would have on life style? Airline pilot/stewardess Secretary Architect Garbage collector Musician in a rock group Farmer Preacher Politician

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Factors which influence life style options (continued)	Principal - teacher Doctor Naturalist Artist --What influences might these situations have on selection of life styles? Foster parent Single parent Parents have died and you are the oldest child in the family with younger brothers and sisters Your parents cannot care for themselves You are out of work Consider your dreams for the future and what you have discovered about life styles. Make a list of what you need and want for your living situations. Rank these needs in order of preference. Things to consider are: to live alone/living in group/with one other, my job fits this __________ style best because my education plans require I..., my income will dictate that I..., my association with my friends will only permit me to..., since I don't want to stay in our community my family needs require that I....
SELF FAMILY SOCIETY	Effect of life style on family and community	Discuss what your family and community think about your proposed different life style. Role play reactions and how you would respond to their comments and feelings. List resources essential for the chosen life style (housing needs, utility needs). In small groups, analyze the pros and cons of an assigned life style and the consequences of individuals who might choose this life style. Use practical reasoning for *Lifestyle Simulations.
PR	Reflection	Read *The Facts of Life. Draw summary generalizations for each question. Do *Choice of Life Style--Values. Would you now make any changes in the papers you wrote about your life five to ten years from now?

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LIFESTYLE SIMULATIONS

Take the part of one of the persons in one of the following situations.

Situation 1

Teresa and Mac are a young couple in their early 20's. Teresa is studying to be an architect and Mac is becoming well established selling major appliances for the home. They have an apartment but are dreaming of the day when Teresa finishes school and gets established with an architectural firm and Mac becomes a district manager. They want children sometime in the future and also want to build their own home. Teresa will design it herself and Mac is crazy about some of the features on the new appliances that are more energy-efficient than those in their apartment.

A. List Teresa and Mac's goals.
B. Each player draw three chance cards.
C. Turn the cards up one at a time and role play the situation from the card.
D. Discuss what the situation from the chance cards would do to their goals.
E. Develop a new list of goals ranked as you think Teresa and Mac would rank them considering the six chance cards.

Chance cards for Teresa and Mac (write one on each card).

1. Teresa gets a job offer as a technical drafting assistant.
2. Mac gets transferred to another city.
3. Teresa gets pregnant.
4. Mac inherits a farm.
5. Teresa wins a scholarship for a study tour of world architecture for the next year.
6. They wreck their only car and do not have collision insurance.
7. The company Mac works for merges with a large national corporation.
8. Mac's parents are killed in a plane crash, leaving his young brother and sister orphaned.
9. The apartment building where Mac and Teresa live burns, destroying all their furniture and clothing.
10. Mac's company switches to selling other brands which he thinks are shoddy merchandise.

Situation 2

Betsy and Karen share an apartment in a large city. They have been friends since fourth grade. When they finished their two-year post-secondary course they decided to strike out on their own. Betsy has trained in restaurant management and Karen as a decorator's assistant. So far, they have found only low-paying jobs that they don't see helping them get ahead. Their apartment is pretty cruddy but all they can afford. They want to succeed in the business world and find an attractive and comfortable apartment. Neither has thought too much about marriage. They are attractive and sociable and are not anxious to be tied down.

Source: Adult Roles and Functions. West Virginia Department of Education.

HD 1.34

A. List Betsy and Karen's goals.
B. Each player draw three chance cards.
C. Turn the cards over one at a time and role play the situation from the card.
D. Discuss what the situations from the chance cards would do to their goals.
E. Develop a new list of goals ranked as you think Betsy and Karen would rank them considering the six chance cards.

Chance cards for Betsy and Karen (write one on each card).

1. Betsy loses her job.
2. Karen falls in love with a great guy.
3. Betsy gets pregnant.
4. Karen lands the job she thinks will lead to advancement.
5. Betsy's younger sister wants to move in with them.
6. Their rent is nearly doubled.
7. Betsy finds a job she likes but it is not what she is prepared for.
8. Karen's boss keeps making unwelcomed advances.
9. The public transportation systems all go on strike. Neither Betsy nor Karen have a car.
10. Karen's aunt leaves her $10,000.

Situation 3

Mark and Ed finished college and worked for a year while living at home. They have talked it over and decided to go together and buy a mobile home. They figure it is time they got out on their own and learned to be independent. They want a place just on the edge of town with some lawn but near work and recreation facilities. They both make pretty good money even though their jobs are not that exciting. Home is pretty restraining after having been away to college for four years. Each has a little money ahead even though both realize they haven't saved what they should.

A. List Mark and Ed's goals.
B. Each player draw three chance cards.
C. Turn the cards up one at a time and role play the situation from the card.
D. Discuss what the situation from the chance cards would do to their goals.
E. Develop a new list of goals ranked as you think Mark and Ed would rank them considering the six chance cards.

Chance cards for Mark and Ed (write one on each card).

1. Mark's mother develops a severe depression when she hears Mark's plans. The doctor says it is dangerous considering her heart condition.
2. Ed loses his overtime pay that he had counted on.
3. The only lot they find in town that is for sale or lease is zoned to exclude mobile homes.
4. A friend offers to sublet his townhouse because he is getting a divorce.
5. Mark gets an offer of a promotion but it involves moving to another state.
6. Ed's uncle dies and his aunt asks him to manage their business.
7. Mark's younger sister asks him to let her have money for an abortion.

8. They find a beautiful lot they can buy cheap 20 miles from town.
9. Mobile homes they can find are either too expensive or are in bad repair.
10. Ed meets a woman he wants to marry.

Situation 4

Katherine is in her mid-30's. She has recently divorced and has custody of her 10-year-old daughter, Kathy. David doesn't really mind giving some financial aid to Katherine so she can go back and finish school--the judge suggested this in place of alimony. What David does object to is paying child support for Kathy when he doesn't even have visiting privileges. David has remarried and would really like to have Kathy live with him. Katherine has been severely depressed ever since the divorce. She has started back to school now and has a new lease on life. She is determined to get enough training so she is financially independent and can support Kathy herself. David is equally determined to get Kathy.

A. List goals Katherine and David each has.
B. Each player draw three chance cards.
C. Turn the cards up one at a time and role play the situation from the card.
D. Discuss what the situation from the chance cards would do to their goals.
E. Develop a new list of goals ranked as you think Katherine and David would rank them considering the six chance cards.

Chance cards for Katherine and David (write one on each card).

1. Kathy's teacher calls and says that Kathy may not be promoted. She has stopped doing anything in class.
2. David moves to another state and stops paying support.
3. Katherine falls and breaks her leg.
4. David's new wife gets pregnant.
5. Katherine got three A's and one B at the end of the semester.
6. Katherine is offered a job by an old family friend. It doesn't pay as much as if she had a degree but it means money now.
7. Katherine meets a widower who says he would like to marry her and adopt Kathy.
8. David persuades Katherine to let Kathy visit him during summer vacation.
9. David loses his job.
10. David's new wife and Kathy just don't get along at all when they are together.

HD 1.34

THE FACTS OF LIFE

At the 1982 National Leadership Meeting held last July, FHA/HERO members were polled about their top interests and concerns. The hands-down leader among 16 topics—marriage and family life.

While no one can predict what your adult family life will be, there are certain trends you should be aware of—trends in U.S. marriage and family life that you can prepare, now, to cope with in the future if and when the need arises.

Also included on these pages are interviews with four FHA/HERO members—all peer educators involved in our nationwide Families & Futures project.

The Families & Futures Peer Education Project is co-sponsored by Future Homemakers of America and the March of Dimes Birth Defects Foundation. Workshops, which are student led, are designed to get teens talking to teens on topics ranging from teenage parenthood and sexually-transmitted diseases, to child abuse and the high risk of birth defects among children of teenage mothers. (Contact your FHA/HERO state adviser for the names and addresses of the Families & Futures peer educators leading workshops in your state.)

CAN YOU MAKE IT ON YOUR OWN?

1960s

75% of all U.S. households consisted of a married couple with children.

Today

25% of all U.S. households are comprised of a single person—the young who have not married, the elderly who are widowed, and the newly divorced.

21% of all households with children are headed by a single parent—generally a mother who works outside the home to support her children.

3% of all households are ma made up of unwed persons of the opposite sex.

Future single parent:
Scott Maness, Alaska

"Frankly, I'm not interested in marriage, but I do want to be a parent," says 17-year-old **Scott Maness**, a senior class member of the **Delta High, Delta Junction, Alaska,** FHA/HERO Chapter. ■ "What I'd like to do is adopt a son or daughter and *not* marry," says Scott. "I think a father can raise a child, alone, just as well as a mother. And, for myself, I think I'd be happier just having a kid without the responsibility of a wife, too." ■ Scott's done some research on the matter and admits that his chances of adopting a child as a single male are slim. ■ "I hope that by the time I'm ready to adopt, society's views will have changed enough to improve my chances," says Scott. "I think, even now, people are starting to question whether or not children should automatically go to their mothers in divorce cases. ■ "I don't think people my age, who've grown up in lots of different family situations, will find my adopted child's situation particularly odd." ■ *(What do YOU think about Scott's plans for single parenthood?)*

Editor's note: As a Families & Futures peer educator Scott is focusing his attention, this year, on child abuse.

Source: Teen Times, Nov./Dec. 1983.

HD 1.34

1990s & beyond
If trends continue...

Your chances of NEVER marrying will be 1 in 10.

- What will your home life be like—will you live alone in an apartment or house? in a "group home" with friends?
- Will you be prepared, vocationally, to support yourself?
- Will you be prepared, emotionally, to live alone and not be lonely?
- Who will make up your "extended" family—friends? coworkers? neighbors? a roommate?

Your chances of divorcing the person you first marry will be 1 in 2.

- Will you be able to live as well alone, on your salary, as you and your spouse did together on two salaries?
- Will you be willing to risk remarriage OR will you choose a live-in relationship instead?

HOW TRADITIONAL WILL YOUR FAMILY'S RELATIONSHIPS BE?

1960s

Only 1 child in 10 lived in a single-parent household.

1 in 5 marriages ended in divorce.

Today

1 in 2 marriages ends in divorce; 3 out of 5 divorces involve couples with children.

1 child in 5 lives in a single-parent household; 90% are living with their mothers.

3 out of 4 divorced people remarry, forming "blended" families—those that include children from either spouse's previous marriage, plus numerous sets of grandparents, step grandparents, kin and stepkin.

1990s & beyond
If trends continue...

45% of all children born in any given year will live with only one parent sometime before they are 18.

- As a female, single parent will you be able to house, feed, clothe and educate your children given the fact that your family's income will be less than half what it was when you were married?

Traditionalist but realist:
John Halechko, Pennsylvania

"I'm not thrilled to see the demise of the nuclear family," says **John Halechko**, a 17-year-old senior class member of the **Weatherly High, Pa.**, FHA/HERO Chapter. "My ideal is to be committed to a single person, to have children, a nice home . . . even the station wagon. I *am* happy to see changes in the roles men and women are playing in families, though. I want just as big a role as my wife in raising our children." ■ In spite of John's hopes for a "traditional" family life, he's also realistic about his chances of having one. ■ "Right now the home economics class I'm in is Adult Roles," says John. "It's a course I think everyone should *have* to take before graduation. This class and my involvement in the Families & Futures project have helped me be a lot more realistic about how much work it's going to take to have a stable family life." ■ What about his one-in-two chances of a divorce? ■ "I'd be crushed, but I'd try to make the best of that situation, particularly if there were children involved," says John. "I'd try to be with my kids as much as possible. Of course, I'd pay child support—at least until my wife remarried. Then I'd put money in special checking or savings accounts for my kids." ■ Why halt direct child support payments once his ex-wife remarries? ■ "If a guy marries a woman with kids, he doesn't marry just her—he marries a family. If I remarried, too, and my second wife had kids, I'd need and want to support them just as I did my own. I'd expect my first wife's new husband to do the same." ■ *(What do YOU think about John's position on child support payments and responsibilities toward step-children?)*

***Editor's note:** As a Families & Futures peer educator John is focusing his projects, this year, on sexually transmitted diseases. He's already led workshops on changing roles for guys in his Adult Roles class.*

HD 1.34

- As a male "absentee" parent how will you maintain a meaningful relationship with your children?
- As a single parent, regardless of sex, will you be prepared to be both a "mother" and a "father" to your children?

25% of all children living in two-parent homes will be in blended families.

- What roles or responsibilities do you feel you'll need to take on as a stepparent?
- How will you react to your children forming a close relationship with your ex-spouse's new partner?

WILL YOU BEAT THE 1-IN-10 ODDS OF BECOMING A TEENAGE MOTHER?

1970s

Of the 656,460 children born in the U.S. in 1970, 30%—199,900—were born to unwed, teenage mothers.

1980s

While birth rates in the U.S. are down, overall, the percentage and number of children born to unwed, teenage mothers is up dramatically.

Of the 532,330 children born in 1982, 49%—271,801—were born to unwed teens, 90% of whom kept their babies.

1990s & beyond

If you are NOW a teenage mother...

Your chances of NEVER finishing high school, let alone college, are 8 in 10.

- How will you cope with living most of your adult life in low-paying, dead-end jobs?
- How will you deal with living on welfare? depending on food stamps to feed you and your child? (Both high probabilities.)

Your chances of divorcing your baby's father—if you marry—are 2 in 3.

- Are you prepared vocationally and emotionally to live most of your life as a single parent?

Teenage mother:
Trina Grove, Colorado

"I won't lie—being a teenage mother has been really hard on me," says 17-year-old **Trina Grove**, a junior class member of the **Northglenn High, Denver, Colo.,** FHA/HERO Chapter. ■ Trina's daughter, Jennifer, is a year-and-a-half old. Though Trina lives at her mother's, Jennifer lives with the parents of her father—Greg who was killed last year. Trina spends most of her free hours with Jennifer. ■ "During the summer I worked two jobs," says Trina. "Now that I'm back in school, I still work evenings and weekends at a roller skating rink. There have been times, because of my jobs, that I haven't even felt like Jennifer's parent. But I am—and I know my responsibility toward her. ■ "Before Jennifer, I guess I was pretty idealistic about parenthood," adds Trina. "I've learned the hard way that motherhood is a lot of hard work, that it's a big commitment. That's the point I try to stress when I lead peer education workshops on teen parenting." ■ Trina, who attended a Families & Futures peer education workshop this past fall, put the techniques she learned to work in her child development class. "I taught the class for two weeks," reports Trina. "Kids are informed, but not *well* informed about birth defects, contraception, etc. That's why I'm convinced peer education is *the* way to go. ■ "I think it's a lot easier for kids to relate to me because I'm their age. Besides, about the only information kids get on these issues is from other kids anyway. They're better off getting accurate information—something a trained peer educator can give them or find out for them." ■ What about Trina's dreams for the future? ■ "Just because I had a baby doesn't mean I have to end my life," says Trina. "Jennifer has slowed me down some but she hasn't stopped me. I'm still planning to graduate from high school with good grades, then go on to cosmetology school. ■ "As far as my adult family life goes, I'd like to marry some day . . . maybe even have another child when I'm older," says Trina. "But any guy I marry will have to accept and love Jennifer as much as he does me." ■ *(If YOU were Trina, would you have the stamina and determination to pursue your dreams inspite of the odds working against you?)*

Editor's note: *As a district FHA president in Colorado, as well as a Families & Futures peer educator, Trina will be leading a wide variety of workshops in her state this year.*

HD 1.34

Planning a dual-career marriage:
Debbie Batterton, Colorado

"People think it's peculiar that I don't want any of my own children until I'm 27 or so, but that I want to own and operate a child care center once I get out of college," says Colorado State FHA President **Debbie Batterton,** an 18-year-old senior class member of the **Springfield High, Colo.,** FHA/HERO Chapter. "I just think it's a good idea to get established before you have kids." ■ Debbie, who claims she's never been a "women's libber," is planning to marry next summer. Still, she's intent on going to college and having a career. ■ "Kyle and I've discussed my plans for school and the day care center," says Debbie of her fiancé. "Like me, I'd say he has pretty traditional ideas about roles in married life but some things *will* be different. He likes to cook. I don't . So if he'll do the cooking, I'll be happy to clean. However, if I ever made more money than Kyle, I think he'd flip." ■ What about her two in three chances of divorce, given she's a teenage bride? ■ "I'm not going into this marriage blindly," says Debbie. "My mother and father were divorced before I entered kindergarten. My stepfather was killed. I know how tough it can be. But I think I have some things working in my favor. My own family situation, plus three years as a peer educator involved in the Families & Futures project have helped me mature and be more realistic about the risks and realities of married life. ■ *(How realistic do you think YOU are about the demands and rewards of married life?)*

Editor's note: For the past two years, Debbie's focus as an FHA/HERO peer educator has been on health and nutrition for children.

WHO WILL "BRING HOME THE BACON," THEN FRY IT IN YOUR HOME?

1960s

71% of all married women with children under 18 stayed at home, making child rearing and housekeeping their careers.

Today

56% of all married women with children under 18 are working outside the home; these mothers provide 25% of their families' incomes.

1990s & beyond
If trends continue...

You have an 86% chance of being in a dual-career marriage—one in which both you and your spouse work outside the home AND where the wife provides 40% of the family's income.

- As a working wife and mother
  - — what domestic chores and child-rearing responsibilities will you expect your husband to take on?
  - — will you be fully prepared, vocationally, to earn nearly half your family's income?
- As a working husband and father
  - — will you be willing and prepared to take on domestic chores and child-rearing responsibilities not traditionally done by men?
  - — how will you feel about your family's standard of living being so dependent on your wife's salary?
- As part of a dual-career couple
  - — how willing will you be to quite your job and move to accommodate your spouse's career?
  - — how will you feel about your school-age children coming home, afternoons, to an "empty" house?

HD 1.34

HOW MANY CHILDREN--AT WHAT COST--WILL YOU RAISE?

CHARGE
A
CHILD

1970s

10.4 million families had three or more children under age 18.

The cost of raising a child to age 18 was estimated at $56,000.

The average, annual income for families was $9,867.

Today

6.4 million families have three or more children under age 18; the average family size is 3.9 people—meaning most adults are opting to have only one to two children.

The average, annual income for families is $22,388. **HOWEVER,** inflation has reduced the purchase power of those dollars to a sum that is $191 less than the purchase power of families in 1970.

The cost of raising a child to age 18 is now estimated at $135,000. There are no projections for college costs 18 years from now—costs that have risen 66% in the past seven years alone.

1990s & beyond
If trends continue...

- How many children will you be able to afford to raise?
- Will you delay having children until you've established a career and are more financially secure?
- Will you be able to help your children finance a college education or will they have to pay for that themselves?

HOW HEALTHY, LONG AND COMFORTABLE WILL YOUR LIFE BE?

1960s

1 in 4 Americans exercised regularly.
1,200 health food stores were in operation throughout the U.S.
Men could expect to live an average of 65 years, women an average of 68 years.

Today

100 million Americans—nearly 1 in 2—exercise regularly.

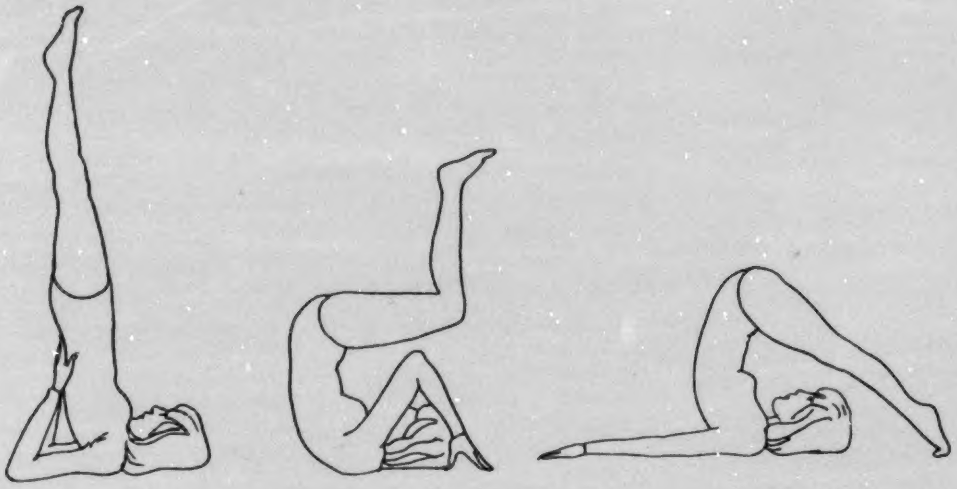
8,300 health food stores are in operation, accounting for a $2 billion industry.

Americans' fat consumption is down an estimated 25%—a factor in lower rates of heart and circulatory diseases.

Cigarette smoking among men is down 28%, among women 13% since 1965.

As a result of our better fitness programs, eating habits and health practices, men can expect to live an average of 69 years, women an average of 76 years.

HD 1.34



1990s & beyond
If trends continue...

You can expect to live a decade or more beyond the standard retirement age of 65.

- During your peak wage-earning years, how will you invest/save money for a "comfortable" retirement?
- Where will you spend your "golden years"—in a community of other retired people? in a nursing home? in the same dwelling and neighborhood you lived in before retiring?
- What life-long fitness and nutrition habits will you adopt to assure your life is long and healthy?

As a woman, you can expect to outlive your husband by 7 to 10 years.

- What financial resources will you have (own pension, social security, husband's pension, investments and property) to keep you from living in poverty—a fact of life for a large percentage of elderly women?
- What living arrangements will you make for yourself so you are not lonely or vulnerable?

Sources:
"The American Family in the Year 2000," The Futurist, June 1983.
"The Children of Divorce," Newsweek, February 11, 1983.
"...Effects of Divorce on Youth," SPS News Report, April 25, 1983.
"Forecasting the Future," Forecast, September 1983.
"A Portrait of America," Newsweek, January 17, 1983.
U.S. Bureau of the Census Statistics.
U.S. Bureau of Labor Statistics.

CHOICE OF LIFE STYLE -- VALUES

HD 1.34

Directions: Refer to paragraph written at beginning of module. Identify how it might be different if you held each of these values highest. You should make at least 12 statements.

1. To be reasonably sure about the future for myself and my family. Security
2. To have influence with people. Influence
3. To have people think well of me. Recognition
4. To do things for my family and others. Helpfulness
5. To have as much freedom as possible to do the things I want to do. Freedom
6. To do new and different things often. New experience
7. To have friends. Friendliness
8. To arrange for a family atmosphere that makes for satisfying family living. Family life
9. To do what is right according to my beliefs. Religion
10. To have things neat, orderly, and organized. Orderliness
11. To have as many good things as possible. Wealth
12. To do things well. Workmanship

Adapted from: Family and Community Services Curriculum. Wisconsin Department of Public Instruction.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Self Formation?

CONCERN/CONCEPT Life Span Development/Career and Family Life Cycle

HOMEMAKING SKILLS

- Provide information for family career decisions
- Encourage family members to develop to maximum potential

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Family life cycle problems and needs relating to career(s) of member(s)	Discuss the following family situations and identify the problems in each situation. --Jeff and Jessica have been married four years and have one child, age two. Jeff just lost his job because his company shut down. Jessica has not taught since the couple was married. They really feel the pinch for money. --Mark and Marcia are expecting a baby they did not plan. Mark and Marcia's jobs both require that they travel during the week and are home on the weekend. --Walter is retiring from his job. His wife, Wanda, really loves her job as a high school secretary, is several years younger than Walter, and really needs to work another five years to fulfill her retirement plan's requirement for payment of 70% of her income. Walter has always planned to travel in their camper after retiring and he wants Wanda to accompany him. --Leslie is 17 years old and wants to get a part-time job before she graduates so that she can buy a car. Her parents also would like her to work. The family has only two cars with both parents working and one other teenager driving in the family. --Steve and Shirley are planning on getting married in a couple of months. Both have well-paying jobs they enjoy. They live 200 miles apart. What seems to be the common problem of these different case studies that you have read and discussed? Would these problems happen to your current or future families? Discuss alternative solutions to each family situation and the consequences of each solution.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Special needs of each stage of the family life cycle	Use resources (films or books) to learn about the family life cycle and special needs of each stage. Discuss these stages and special needs, developing a list to be used in later discussion.
ALTERNATIVES GOALS VALUES FACTORS CONSEQUENCES	Factors influencing the roles of family members	Discuss how one's values and goals influence career options throughout the life cycle. --What are the roles (duties) of the members of your family? Why have they assumed these roles? --Are there alternative roles and what would be the consequence of each alternative? --What are some stereotype roles of family members? How and why do you see these roles changing in the future? Invite community members who have careers and are in different stages of the family life cycle discuss: --How their careers and life cycles influence each other. --What roles their family members play in the performance of household responsibilities and problems that they have encountered while working and maintaining their family life.
ALTERNATIVES GOALS VALUES FACTORS CONSEQUENCES	Pros and cons of the father and mother working	In small groups, select one life cycle listed below and discuss pros and cons of both adult family members working. (Refer to the list developed on special needs at each stage of the life cycle.) --Beginning family --Childbearing years --Preschool children --School-age children --Teenage children --Launching years --Empty nest --Retirement—part-time job after retirement Discuss what seems best. Analyze effects on all family members. Discuss what situations could force both parents to pursue employment in a family. (Large family debt, great financial needs of children attending college, personal need to feel fulfilled, cannot cope with children at home, job insecurity of one family member, provide support for stepchildren, meet status demands of peers, need for self fulfillment, want to use education.)

PROCESS SKILLS	CONCEPTS	STRATEGIES
		In small groups, discuss what careers both or one parent could pursue at home if they needed to care for preschool children or elderly parents. List pros and cons of working at home for a company or as a private business. (Use library and community resources if necessary to give students the knowledge for this discussion.) Share ideas with class.
PR	Reflection	Select one of the beginning motivational family situations and write the roles you see each member fulfilling if they were the male or female adult. List alternatives the couples have to their problem and which alternative they would select with a rationale for that selection.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Self Formation?

CONCERN/CONCEPT Life Span Development/Adult Development

HOMEMAKING SKILLS

- Recognize developmental stages of individual family members and meet needs accordingly
- Set short and long-term family goals

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY	Perceptions of change	Think of yourself five years ago. How old were you? What grade were you in? What was important to you then? What has changed? Not changed? Why? Interview your parents, grandparents and/or retired persons. Ask them to recall what was important to them and their goals and aspirations, at age 20, 40 and 60. What changed? Why?
	Implications for considering life span development	In a recent Ohio study asking what should be taught in home economics classes that would make a difference in the home and family life of students, not one high school student mentioned stages of adult development. Why do you think this was so? In the same study, were these comments from adults. Discuss the meanings in each of the comments and the implications for studying adult development. --Teach that interests and desires change from age 18. --Include adult stages. At 20, I felt I had to get married. At 30, I am searching for myself. I want to do something on my own. We need to understand our own development as well as a child's. --Help students see that while they are growing and changing, so are their parents. --Discuss critical periods in marriage. --Teenagers do not think beyond age 25. They think of a child only as a baby. The life cycle includes more than the next ten years.
	Characteristics of adult development	Using references, chart characteristics of adult development. Use *The Eight Stages of Man/Woman.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Characteristics of adult development (continued)	Watch television programs which portray young couples, middle-age couples and later adulthood. Are these accurate portrayals? What kinds of problems are presented? In seven groups, complete one of the sections of the chart *Alike or Different. Record information in the appropriate box on the chart. Share and discuss information each group recorded on the chart.
	Roles	Identify roles you will fulfill in your lifetime. Use *Roles on a Time Line to analyze the amount of time you are likely to be in that role. Throughout your life you may be dependent upon others, independent or interdependent. Individually complete *Interdependence Continuum. Discuss how each age can contribute in some ways to the life of other age groups.
	Adult developmental stages	Do the case studies *Adult Development. As a class, divide into five groups representing the developmental stages of life beginning with adolescence (12-19 years; 20-29 years; 30-49; 50-65; 66 and over). Complete one or more of the following activities. Summarize by developing a chart illustrating the social and emotional changes which occur during adolescence and later life stages. 1. Organize skits depicting the positive and negative aspects of each life stage. Examples might include: 12-19 years. Much social activity but some difficulty accepting adult authority. 20-29 years. Pleasure of choosing own career and lifestyle but economic difficulties in the beginning. 30-49 years. Easing of financial burdens but difficulty raising children through developmental stages. 50-65 years. Enjoyment of grandchildren and increased freedom but difficulty adjusting to changes in family structure. 66-on. Ease of retirement but difficulty using up extra leisure time. 2. Invite a panel of guest speakers to discuss the positive and negative aspects of each stage. 3. Interview several persons in each life stage about the positive and negative aspects of their lives.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Life options	After the case study activity, develop a list of major choices in adult life. Consider family, work, friendships, love relationships, where to live, leisure, religion, involvement in community life, immediate and long-term goals.
	Reflection	Write two paragraphs, including: --What I learned about adult development that was new. --How this knowledge may help me in my adult development.
PR		IEE--Use practical reasoning process to resolve the following problem. --"What should I do now to prepare for adulthood?"

THE EIGHT AGES OF MAN/WOMAN

Erik Erikson

HD 1.36

Throughout a life of devotion to the study of how the person develops, Erikson has developed a scheme for viewing the growth and development of the person. He provides a central place for the need of the person to learn, love and work throughout all life.

His approach to personality development follows universal principles: everything that grows has an ordering with each part having its time of special ascendancy. There is a constant interplay between the organism and the environment. Problems are never solved once and for all. Components of the healthy personality are present in some forms from the very beginning and throughout life, the struggle to maintain the healthy personality continues.

The words, "sense of," imply inner states. "Senses" pervade surface and depth. They are ways of experiencing accessible to introspection; ways of behaving, observable by others; and unconscious inner states determinable by tests and analysis. In other words, the inner states should be consistent with the outer.

I. Sense of Basic Trust vs. Sense of Basic Mistrust (Birth to 1 year)

Positive Aspects: Secure, Optimistic
Negative Aspects: Insecure, Distrustful

The development of a sense of faith in self growing out of the expectation that the world is consistent and dependable. Basic trust is the sense of capacity to survive. This sense develops out of the relationship between the mother and the child. It forms a basis for the sense of identity of being oneself, and what others trust you will become. It then is generalized toward other significant persons.

II. Sense of Autonomy vs. Sense of Shame and Doubt (2-3 years)

Positive Aspects: Self Identity, Self Confidence
Negative Aspects: Lacks Identity, Lacks Confidence

The development of sufficient trust in self and parents to dare to defy them but the ability also to cooperate and accept their help. This is essential in the development of responsible independence, learning to make choices, assume responsibility for them, and accept the consequences resulting from the decision and resulting action.

III. Sense of Initiative vs. Sense of Guilt (4-5 years)

Positive Aspects: Self Directed, Cooperative, Imaginative
Negative Aspects: Lacks Imagination, Dependent on Adults, Lacks Social Skills

The development of a sense of being able to direct events within the dictates of conscience without inhibiting guilt. There is a "growing together" in terms of person and body, the possession of a surplus of energy with which to approach new challenges and to forget failures quickly. Initiative adds to a sense of autonomy the quality of undertaking and attacking tasks just to be active. It is the sense of being able to start something, to make an impact on one's situation and experience the result without denying existence.

HD 1.36

IV. Sense of Industry vs. Sense of Inferiority (6-12 years)

Positive Aspects: Self Disciplined, Hard Worker, Satisfied With Achievements
Negative Aspects: Lacks Self Discipline, Easily Frustrated, Weak Self Concept

The development of a sense of adequacy for social usefulness, with mastery of the basic skills needed for one's society. There is an adjustment to the inorganic or impersonal rules of the total world, of becoming an eager member of a productive situation. Bringing a productive situation to completion should gradually supersede whim and play. Tools and skills teach the pleasure of work completion by steady attention and perseverance.

V. Sense of Identity vs. Sense of Role Confusion (12-18 years)

Positive Aspects: Idealistic, Optimistic, Goal-Oriented
Negative Aspects: Lacks Self Discipline, Easily Frustrated, Weak Self Concept

This time is for the integration of childhood patterns and adolescent changes into a new, consistent, acceptable picture of who and what one is and what one's role should be. It is an idealizing time wherein the sense of self can be maintained within many different imagined roles. Childhood proper comes to an end at this time and youth begins. The question, "Who am I?" faces the internal physiological revolution within the tangible adult tasks ahead.

VI. Sense of Intimacy vs. Sense of Isolation (Young Adulthood)

Positive Aspects: Able to Participate in Close Relationships with Others
Negative Aspects: Fear of Close Relationships with Others

The development of the ability for self-abandonment in intimate relationships without fear of loss of personhood. The young adult is ready for intimacy and possesses the capacity to commit self to concrete affiliations and partnerships. Each can develop the ethical strength to stand behind commitments even though one has to make significant sacrifices and compromises.

HD 1.36

VII. Sense of Generativity vs. Sense of Stagnation (Middle Adulthood)

Positive Aspects: Concerned with Others Outside of Self and Family
Negative Aspects: Concerned Mainly with Meeting Own Needs

The development of the ability for "parental" responsibility expressed through greater interest in giving and loving than in getting and being loved. Generativity is the concern is establishing and guiding the next generation: the developmental stage needed for successful parenthood. It includes productivity and creativity in one's chosen work.

VIII. Sense of Ego Integrity vs. Sense of Despair (Later Years)

Positive Aspects: Satisfied with Own Life
Negative Aspects: Dissatisfied with Own Life

The development of the ability to identify with the dominant ideals of one's culture so that one can be content with the individual life cycle and see it as meaningful in history. Harmony is found between life style and cultural values. This harmony gives meaning to life and the despair that arises over the inevitability of death.

From Childhood and Society, Erik Erikson

Alike or Different

Age group	What do you do for fun?	What is the meaning of work to you?	Why do you want money?	What type of music do you like?	What type of books do you like?	What members of the family do you depend upon?
Birth through five years						
Six through eleven years						
Twelve through eighteen years						
Nineteen through thirty-five years						
Thirty-six through fifty-five years						
Fifty-six through sixty-five years						
From sixty-six years						

*Taken from: Maximizing Human Potential, California Department of Education.

Roles on a Time Line

HD 1.36

People fulfill different roles at different times in their lives. Below on the left are two roles and space for you to add others. After you have listed other roles you believe you may perform during your life, shade in the time lines at the ages you anticipate doing them. There may be interruptions in some roles; others you may perform continuously for the rest of your life. We will discuss your time lines and the questions below when you finish.

Roles	Years of age												
	0	5	10	15	20	25	30	35	40	45	50	55	60	?
Worker														
Son/daughter														

1. Which role on your time line spans the longest time?
2. At what ages does your time line indicate you will function in the most roles?
3. What difficulties are likely to occur when you are performing so many roles at once?
4. Which role was most difficult to estimate a time span for? Why?

Adapted from Illinois Teacher of Home Economics, Vol. XX, No. 4 (March/April, 1977), 168.

HD 1.36

Interdependence Continuum

Age groups	I contribute to this age group by -------	I am dependent on this age group for ----	List the members of your family in the appropriate squares. What positive contributions are you making to the life of each?
Birth through five years			
Six through eleven years			
Twelve through eighteen years			
Nineteen through thirty-five years			
Thirty-six through fifty-five years			
Fifty-six through sixty-five years			
From sixty-six years			

Source: Maximizing Human Potential, California Department of Education.

Case Studies - Adult Development

HD 1.36

In small groups read each of the following case studies. Compare the stages of adult development described in the case study with the chart which you developed from your readings. Share the case study with people who are in a similar age category. Ask them to reflect and comment upon the case study.

In small groups share information and respond to the following questions:

1. What are similarities and differences between the stage of adult development in the case study and in the chart developed from readings?
2. What are stress factors?
3. What evidence is there of change from a previous stage?
4. What problems are occurring?
5. What are alternatives and consequences?
6. What could happen if there is not successful adaptation to the new stage?
7. What would you do in these circumstances? Why? How would it affect you? Your family? Society?

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1) Early Adult Transition (Ages 17-22) - John and Debbie dated steadily in tenth grade. After their junior year, Debbie became pregnant. John finished school but Debbie dropped out. John was planning to go to college, but he would have to pay his own way because his father is disabled and his mother barely makes enough to raise their three children still at home.

Debbie and John have been married over a year and have a 9 month old daughter. They are experiencing some problems in their marriage. John wants to go to college, but instead is working in a garage at minimum wage to support his young family. Debbie misses her friends. She had thought one time of going into cosmetology, but had never seriously considered what she wanted to do with her life. They both love their daughter and enjoy playing with her. However, they didn't realize how much babies cry, how much time they take, the costs involved, or think about how much their life would change. They can't afford a babysitter or an evening out.

Debbie and John want a better future.

2) Early Adult Transition (Ages 17-22) - Wanda is planning to enter a food service program at a technical college twenty-five miles from her home town. Wanda has never had a part-time job. She was not active in extracurricular activities in school and has never been away from home by herself. Her friend Karen is planning to take an apartment near the technical college and wants Wanda to room with her. Her parents want her to stay with them. If Wanda takes the apartment she will have to work part-time.

Wanda has been dating a boy who also graduated and is working on his family farm. He wants to get married and have children right away. Wanda doesn't think she's ready for marriage. She needs to sort out these major decisions and think about what is important to her.

3) Early Adulthood (Ages 22-40) - Bob and Linda were married in their early twenties. Linda is now 28, and Bob 30. They have two children, ages 1 and 4.

Bob has just started his own business. He is working 15 hour days, 6 and 7 days a week trying to get his business off the ground. When he gets home, he is too tired to give time or attention to Debbie or the children. They rarely see friends or go out together.

Debbie quit a job to rear her children. She is concerned about being a good mother - she has joined parent groups and volunteers in the local parent cooperative preschool. However, Debbie is beginning to resent bearing most of the responsibility for the children and the housework. While talking with a friend, Debbie said she felt that there was more to life than house and children.

Bob values his family and feels constantly torn between his business and family.

4) Mid-Life Transition (Ages 40-45) - Keith and Sharon are both 42. Keith was just denied a promotion and is very disappointed. He fears he is just marking time until his retirement.

Their 17 year old daughter just started college. Sharon had done volunteer and part-time work and two years ago started back to graduate school. She is feeling challenged and has aspirations for a career.

Keith regrets not giving enough time to his daughter when she was home. Now he doesn't feel needed by his daughter or wife.

5) Mid-Life Transition (Ages 40-45) - Lynn was married just out of high school. She had four children and devoted herself to her children, cooking, and cleaning the house. Suddenly at age 40 her husband divorced her. Since he had taken total responsibility for finances, all of their possessions - house, car, etc., were in his name. Lynn receives only child support for two daughters who live with her.

Suddenly Lynn is faced with a multitude of problems - where to live, a job, a car. Most of her friends were her husband's - she has few of her own. Her daughters are upset because of the divorce. It seems that Lynn and her daughters disagree on about everything - clothes, dates, hours, studies, friends.

Lynn just read about a Displaced Homemaker program offered in the local adult education center which helps people like her to cope with their unique problems and provides a job readiness and job training program. What to do?

6) Middle Adulthood (Ages 45-60) - Phil and Ginny are in their early 50's. Their children are married or living on their own. Phil and Ginny are experiencing this time very differently.

Phil is no longer concerned with rising to the top supervisory position. He is enjoying his work and has recently been given some very creative

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assignments. He was always active in community programs with his children and has continued his community work after the children left. Phil plays tennis regularly.

Ginny had invested all her time and energy in her children. When they left she experienced the "empty nest syndrome." She has few outside interests. She was upset and cried for two days when her married daughter didn't come home for Christmas.

Ginny's father died recently and her mother is not well. Her mother lives 100 miles away. Ginny is an only child. A decision needs to be made whether to move her mother into a nursing home or in with them.

Phil and Ginny seem to be moving apart in their marriage as Phil is satisfied with his life and Ginny is unhappy.

7) Middle Adulthood (Ages 45-60) - Ed is 50 and has been divorced for 10 years. At age 40 he wasn't happy with his work or his family. He quit his job of 20 years and got a new job in sales, requiring extensive travel. He began to date younger women and his marriage broke up. His children resented his change in lifestyle and are only now beginning to establish a relationship with him.

   Ed is still restless. He feels a lack of stability and permanence in his life. He is lonely. Holidays are a very difficult time for him.

8) Late Adulthood (Ages 60-80) - Glenn and Carol are retired. They are both enjoying their retirement. They have lots of friends and have been active in the church and community. Glenn and Carol attend the senior citizen center activities. They participate in the physical fitness classes at the center.

   They are trying to decide whether to stay in their home which is bigger than they need or move to a retirement home in the South. Inflation seems to take a large chunk of their retirement income. More money is going to food and utilities each month.

   Their children live near them and often rely on them for babysitting. Glenn and Carol sometimes feel that their children depend on them too much.

   Although they are both healthy, one of their fears is medical problems. Several of their friends are ill or have died. It is one area in which they do not feel in control of their life.

   Glenn and Carol might be called "activists." They have written letters to the editor regarding how senior citizens are portrayed in television ads; they campaigned actively for special discount rates for senior citizens, and they both serve as counselors to the church young adult group.

   While their life is fulfilling they do worry about inflation, the best place to live, possible medical problems, and are concerned about the problems of all the aging population.

9) Late Late Adulthood (Age 80+) - Mrs. Bennett lives in a nursing home. Her husband died when she was 62 and she is now 87. She has felt lonely since. Her daughter lives in the same town as she and her son lives 2,000 miles away.

She is confined to a wheelchair. She is mentally alert, but experiences some lapse of memory. Her daughter visits her once a week - Mrs. Bennett would like to see her more often. Her son sends cards for Mother's Day and her birthday but never writes in between.

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Local high school students visit the nursing home once a week. Mrs. Bennett enjoys their visit and often shares stories from her early life.

Mrs. Bennett had to sell most of her possessions when she moved into the home. She misses her old home.

She finds herself thinking often about death. Religion has become more important to her. During the long hours she spends alone, Mrs. Bennett often reflects upon how she has spent her life and wonders if she could have done anything differently to prepare for her later years.

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PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Interpersonal Relationships?

CONCERN/CONCEPT Peer Relationships/Friends-Peer Pressure

HOMEMAKING SKILLS

- Make friends
- Cope with peer pressure

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY	Function of friends	Show a "Charlie Brown" cartoon in which he is involved with his friends. Discuss what is happening.
		Complete unfinished sentences relating to friendship. Tape record and play back. Design a bulletin board with some of the comments. --The ideal friend is one who... --A friend is always...
		Develop a questionnaire to survey teens as to how they are influenced by friends. Compile results and share.
	Definition of friends and peer group	In small groups, develop definitions of a "friend," "best friend," acquaintances and peer group. Find poems or quotations about friendship. Share these and decide on a class definition.
		Write a description of your best friend. Compare with others in the class. If there are differences in qualities of a good friend, discuss why these exist.
	Making friends	In small groups, make cartoons on transparencies or posters that reflect situations such as: --You are new in town, it is up to others to call. --Larry did not call, he does not want to be friends.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Making friends (continued)	--Ginny would not be caught dead at a basketball game with me. --Mike is probably planning to sit with someone else at the assembly. --They are better than I am. --What if I invite Jake and he really does not want to go? Discuss what could be done in each situation to make friends. How do you make or discourage friendship? Complete *Friendship Diagram. Working alone, make a list of the qualities you feel a friend should have (respect, empathy). Compare your list with those of five other students. Work with the group to identify ten of the most desirable qualities for friendship and construct a "Ten Most Wanted" poster. Display posters as reminders for future action.
PROBLEM PR	Problems of friendships and peer pressure groups	Brainstorm for problem situations with friends and peer pressure. Compare to the list below. In groups, use practical reasoning to make a decision as to what is best to do. Role play and test decisions with universal role reversal and new situation test. --You are attracted to the boy/girlfriend of your best friend. He/she asks you for a date. How should you respond? --You are a very good student and have done a difficult math assignment. Your best friend went away for the weekend and he/she wants to copy yours. --Your best friend got a new haircut and thinks he/she looks great, but really looks bad. When he/she asks your opinion, how should you respond? --You see your best friend's girl/boyfriend out on a date with someone else. Do you tell your friend? --Your best friend tells you she is pregnant. What should you do? --You are at a party and almost everyone else is drinking. They look like they are having a better time than you are. What should you do? --Your friends are going to work as a Big Brother/Big Sister. What should you do? --You are at a party and several of your friends are smoking pot. They look like they are having a good time. What should you do?

<table>
<tr><th>PROCESS SKILLS</th><th>CONCEPTS</th><th>STRATEGIES</th></tr>
<tr><td></td><td>Problems of friendships and peer pressure groups (continued)</td><td>FHA/HERO--Invite a speaker from community organizations helping teens with friendship and/or peer pressure. (Big Brothers/Big Sisters, mental health, hotlines and drug councils.)

IEE--Work with Big Brothers/Big Sisters or a similar group.

IEE--Keep a journal for two weeks evaluating television shows that relate to teenagers. Make a note of shows which encourage teens to act involved in dangerous situations. Describe examples of peer pressure.

How do the opinions of the following persons affect what you do? Rank from 1 to 6 with 1 being high, 6 low.
<table>
<tr><th></th><th>Self</th><th>Brothers/ Sisters</th><th>Parents/ Guardians</th><th>Best Friend</th><th>Other Friends</th><th>Other Adults</th></tr>
<tr><td>How you dress?</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>How hard you work in school?</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>What career you want?</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>If you smoke?</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>How you wear your hair?</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>What you do outside of school?</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>If you date?</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Who influences you the most?</td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>
</td></tr>
<tr><td></td><td>Dealing with peer pressure</td><td>List ways peer pressure can be positive. List negative peer pressure.

Discuss the statement, "The simplest, but hardest way to deal with negative peer pressure, is to say "No." Some people cannot say no because their self concept depends on peer approval. Those who can say no have a strong self concept and are thinking for themselves.</td></tr>
</table>

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection	Individually, complete these sentences. --Friends are important to me for... --Some ways to make friends are... --The purpose of Big Brothers are... --The things I learned that are most important to me are... --To be a friend, I should... FHA/HERO--Develop a workshop or program on friends and peer pressure to be used for classes, school assemblies and other FHA/HERO meetings.

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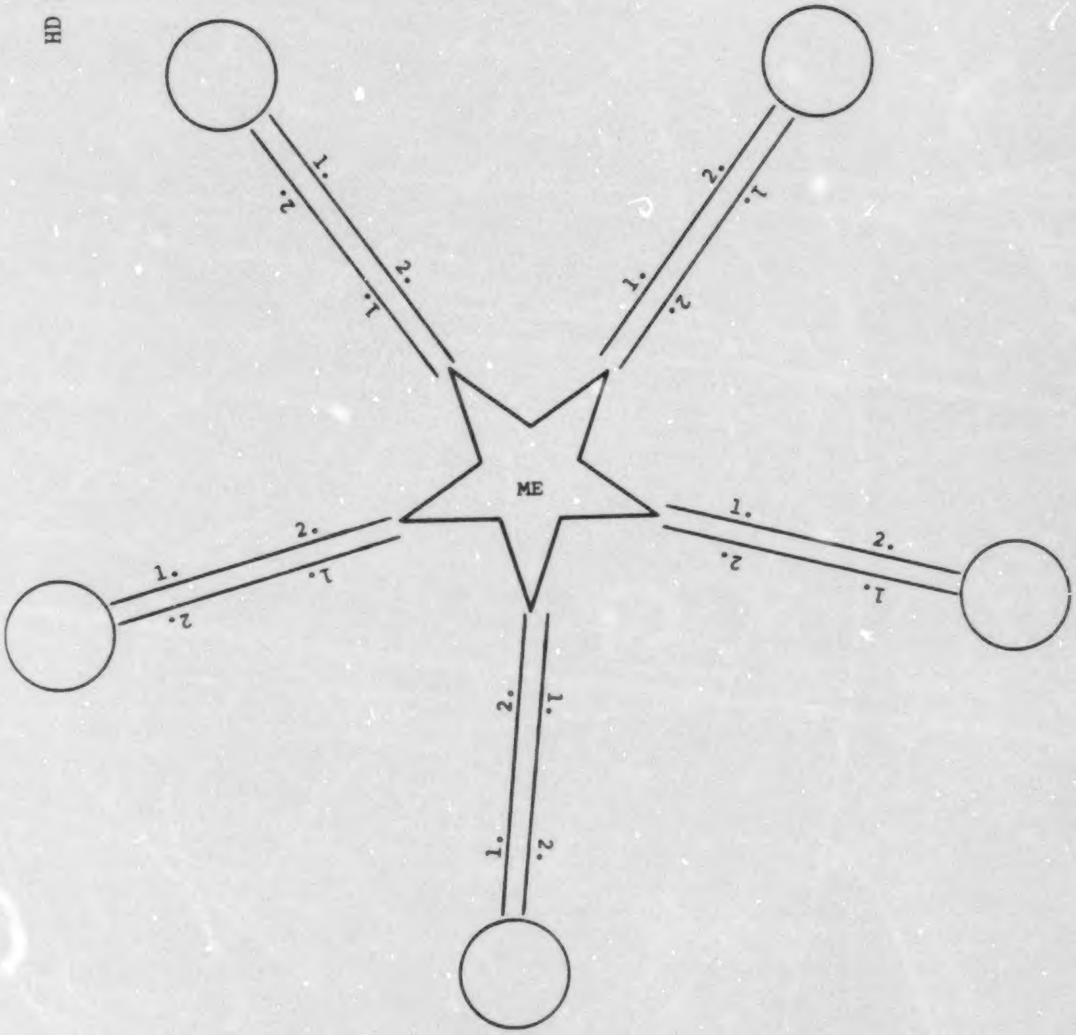
FRIENDSHIP DIAGRAM



List the name of a friend in each circle. On the arrow going from you to your friend, write two things you give your friend in the relationship. On the arrow pointing from your friend to you, write two things your friend gives you.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Interpersonal Relationships?

CONCERN/CONCEPT Peer Relationships/Dating

HOMEMAKING SKILLS

- Deal with problems in dating relationships
- Obtain information about resources to help develop dating skills

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Write a description of your first date as it was or as you think it will be.
		Conduct parent interviews of their dating habits as teens. Include questions on what they did on a date, rules, age allowed to date, cost and problems faced.
		Prepare a balance sheet of individual dating assets and liabilities. This will be used later.
	Dating attitudes	Conduct a mock dating game with the objective to learn how the opposite sex feels about certain dating situations.
		Survey students at school to find out their dating attitudes and customs.
	Problems that arise in boy/girl relationships	Use "Dear Abby" columns. Write letters stating problems to "Dear Abby."
PROBLEM		Design cartoons depicting dating problems. Create a bulletin board.
		Brainstorm problems that have happened in boy/girl relationships. Compare to problem list below.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES		Role play various problems and leave open-ended to discuss alternatives/consequences of various actions. Identify values and situational factors affecting each problem.

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Problems that arise in boy/girl relationships (continued)	--A 22-year-old has asked a 14-year-old for a date. (Age) --A 15-year-old has asked a 15-year-old for a date. (Transportation) --Sue's parents dislike Bob. Bob has asked Sue to go to the prom. (parental rules) --Nancy has dated Craig twice. He considers her his only girl. (Jealousy/steady dating) --Ann is a born matchmaker. She wants to "fix you up" with this great guy. (Blind date) --Your mother thinks you should be dating at 16. Dan, who is "just a friend," has asked you to the Homecoming dance. (Parent pressure) --Amy answers an ad in the paper for finding the perfect date using a computer. (Dangers in dating/new trends in dating) --Jim invites Mona out to dinner. She has never eaten in front of a boy before. (Dating/restaurant etiquette) Invite a panel of mature teens to discuss how they handled boy/girl relationships. What are the consequences of various responses to the following situations? --Group, double, single dating --Platonic relationships, no dating, career-oriented person (priest, nun, doctor) --Parents not at home during budding boy/girl relationships/parties --Physical intimacy/lack thereof --Infatuation/love --Parental control of dating (age, time, person approved) --Asking/accepting dates
	Functions of dating	In groups, brainstorm and list purposes of dating. Compile a master list. Include: --Discovering one's self --Becoming more realistic about the opposite sex --Learning how to handle sexual feelings --Learning about other families
	Resources available to assist students	In small groups, compile lists of resources for recognized problems. Consider: --Home economics classes --Guidance counselors --Church-related sources --Youth groups --FHA/HERO

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Resources available to assist students (continued)	Compare and analyze results. Review interpersonal communication skills. Emphasize the possible use of "I" sentences, stated feelings instead of accusations, asking "What" instead of "Why" questions. Discuss their place in dealing with parents, boy/girl relationships. FHA/HERO--Start a family forum to air problems with parental dating rules.
	Reflection	IEE--Develop a dating questionnaire for school to assess attitudes, rules and traditions. Administer and provide results.
PR		Using practical reasoning, respond to the case study (or actual) problems in dating. --Sue, who is 15, is "going steady" with Terry, who is 18. Sue wants to continue dating Terry, but her parents object to him because he will not come to the door for her and he has been known to drive recklessly.
		Individually, complete these sentences. --I learned that many teenagers have the following problems in boy/girl relationships... --If I have problems with boy/girl relationships, I would...
		FHA/HERO--Go out for dinner at a nice restaurant and/or plan a dance/party to allow practical application of social conversational skills.
		FHA/HERO--Using the dating assets and liabilities balance sheet, pull liabilities that can be changed into assets. Plan an encounter goal for a chosen liability.
		Using information learned, develop a "Tip Sheet" for successful boy/girl relationships.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Interpersonal Relationships?

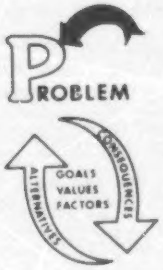
CONCERN/CONCEPT Peer Relationships/Substance Abuse

HOMEMAKING SKILLS

- Obtaining information about community resources and activities
- Utilizing community resource people and programs
- Provide for family discussion

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Relate substance abuse to the following statements. --What you do not know will not hurt you. --First the man takes the drink, then the drink takes the man. --Everyone is doing it!
		Do *Val-U Quiz. Share feelings in class discussion.
		FHA/HERO--To determine extent of substance abuse problem in school, with approval of administration, compile a questionnaire to be completed anonymously. See *20 Questions for format (it applies only to alcohol). Include forms of substance abuse, frequency, age of inception, why they use the substance, parent's habit, parent's knowledge, and sex of person answering. Consult guidance counselor in preparing and distributing questionnaire.
PROBLEM	Smoking	Compile results of survey of student body relative to smoking. If it is a major school problem, consider FHA/HERO plan of action.
		Bring in ads for cigarettes/liquor. Discuss implications of ad and questions raised by inferences.
		Bring in a pack of cigarettes, read warning on label and discuss if pertinent to user. Question if same warning should be on liquor/diet pills.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Smoking (continued)	Using resources, determine effects of cigarette smoking on health. Consider the pregnant woman/unborn child.
		Discuss the use of behavior modification groups (smokenders, peer groups). Brainstorm positive reinforcements or habit changes (change coffee break, eat a mint).
	Drugs	Brainstorm slang terms used in community for drugs. (Freaked out, weed, grass, acid, ludes, coke, snow, speed.) Define each term.
		Compile results of survey of student body relative to use of drugs.
		Using resources, develop a chart of major drugs and their effects. Develop a fact sheet for parents regarding drug abuse including indicators of drug usage.
		Invite school counselor to respond to survey results and share resources available.
		Compile a list of anxieties that might trigger drug abuse.
PROBLEM		Read the following vignette. Sammy was 14 years old. His body was just found in his bed. He had died of an apparent overdose of drugs. His parents are hurt and shocked. They never believed he would do such a thing. They knew he was having problems with his schoolwork and with the teachers, but they had told him to apply himself more and things would work out. Sammy had tried to talk to his parents about his problems, but they did not think his problems were that serious. He had told them many times that life did not seem worth living.
		How realistic is this? How might it have been prevented?
	Alcohol	Do *Truth and Consequences. Use resources to find answers.
		Research laws and penalties related to alcohol use.

PROCESS SKILLS	CONCEPTS	STRATEGIES
 PROBLEM GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Alcohol (continued)	Research statements similar to those listed below. --Alcohol content of wine/beer as compared to hard liquor and/or physical factors contributing to degree of "drunkenness." --Chromosome/brain damage when drinking. --Medical uses of alcohol. --Legal age for drinking/availability in your community. --The successes and failures of the 18th Amendment. Invite a policeperson to discuss relationship of drugs/drinking to auto fatalities, drownings, fires and falls in the community. Debate--"DWIs" (driving while intoxicated) should, or should not, permanently lose their driving license. Read the following vignette. Jane began drinking in high school. Just like all her friends, she wanted to be a part of the crowd. First she started drinking at parties and found it helped her to forget her problems for awhile. When she was worried or upset, she started drinking and soon her problems didn't seem so bad anymore. Jane, now 22, has lost her third job in eight months. She was found asleep on the job. She goes down the street to the nearest bar to have a few beers and forget. She says, "Oh, I will find another job tomorrow or the day after." Project future consequences for Jane if she continues this behavior. Generate alternatives and apply decision tests. Compile results of survey of student body relative to use of alcohol. Discuss. If alcohol abuse is a major school problem, consider FHA/HERO plan of action.
	Resources	Invite speakers from community organizations which provide services to substance abusers (Al-Anon, mental health, drug counseling, pastoral counseling centers, American Cancer Society) to discuss types of problems they see and how they assist individuals. Compile a chart of agency, problems, methods of agency, referral mechanism.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Resources (continued)	FHA/HERO--Work with student council to develop peer counseling.
	School policy	Evaluate your own school policy related to substance abuse. (Refer to *Sample School Policy Form, *Rules Regarding Substance Abuse, and *Guidance Referral.) FHA/HERO--Work with administration to make suggestions regarding existing policy.
PR	Reflection	In four small groups, use practical reasoning to resolve each of the situations in *What Would You Do? Role play situation and decision made. As a class, apply decision tests. What if everyone did it? Would you advise your friends to do this? Complete "What if" questions. --If I decided to smoke, what will happen when: I buy a plane ticket. I am in a blizzard and I run out of cigarettes. I am about to be kissed goodnight. --If I decide to become a parent: But I have always partied all weekend with lots of drinking. I have smoked a pack of cigarettes a day. I have been smoking marijuana daily for two years. Always include the alternative of no action.
	Action	FHA/HERO--Plan projects to inform peers of the nature of substance abuse. --Publish results of survey in school paper. --Make cartoons showing "excuses" or reasons why students smoke, drink or use drugs and probable results of their action. Write state legislators and congress persons in Washington, D.C. to ask what they are doing about preventing alcohol/drug abuse.

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VAL-U-QUIZ

A) Which of the following people would you be more concerned about?

____ One who drinks a six-pack of beer per day with seemingly little emotional effect?
____ One who drinks two cans of beer per day and seems to change his/her personality after drinking?
____ One who gets quite drunk about twice a month?

B) If you discovered your closest friend was drinking large amounts of alcohol and chose to stay intoxicated most of the schoolday, would you be most likely to:

____ Suggest that (s)he get professional help?
____ Go to his/her parents if your friend ignores your mentioning s(he) seek help?
____ Bring him/her to a hospital for help the next time (s)he gets intoxicated?

C) Do you think the schools should:

____ Teach only the dangers of alcohol.
____ Teach the possible good and bad aspects of drinking.
____ Just mention how alcohol affects the body and make no other judgments about its use.
____ Teach students how to drink responsibly.
____ Just teach about alcoholism, not casual drinking.

D) From what you have read and heard about alcohol over the past few years, which of the following do you think alcoholism should be called?

____ A syndrome.
____ An emotional disorder.
____ A disease.
____ A condition.

E) In your state, at what age do you honestly think alcohol should be legally bought and publicly consumed?

(Beer and Wine)	(Hard Liquor)
____ any age (should be left up to parents)	____ any age (should be left up to parents)
____ 15 or 16	____ 15 or 16
____ 17 or 18	____ 17 or 18
____ 19 or 20	____ 19 or 20
____ 21	____ 21

F) If you dated a boy/girl who drank on the first date, would you:

____ Like him/her better?
____ Think nothing of it?
____ Tell him/her you would rather (s)he did not drink?
____ Not date them again?
____ Drink with them?

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G) At present, how do you value the use of alcohol in your own life?

____ I value it quite highly; it is important to me.
____ I value it as a social link, but don't really need it.
____ I value it strictly as a beverage, but I don't really need it.
____ I do not value it at all for my personal use.

H) How do you think your parents might complete this statement? Alcohol at an adult party is:

____ needed so people get slightly intoxicated and experience a particular feeling they are looking for.
____ needed just because people loosen up a little and talk better.
____ needed just to be sociable.
____ not really needed at all.
____ usually does more harm than good.

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20 QUESTIONS

IF YOU ARE WONDERING WHETHER THERE IS A DRINKING PROBLEM IN YOUR FAMILY, CHECK IT OUT BY ANSWERING THE FOLLOWING QUESTIONS.

		YES	NO
1.	DO YOU LOSE SLEEP BECAUSE OF SOMEONE'S DRINKING?	☐	☐
2.	DO YOU THINK A LOT ABOUT PROBLEMS THAT ARISE BECAUSE OF THAT PERSON'S DRINKING?	☐	☐
3.	DO YOU ASK FOR PROMISES TO STOP DRINKING?	☐	☐
4.	DO YOU MAKE THREATS?	☐	☐
5.	DO YOU HAVE INCREASING BAD FEELINGS TOWARD THE PERSON?	☐	☐
6.	DO YOU WANT TO THROW AWAY HIS OR HER LIQUOR? OR HIDE IT?	☐	☐
7.	DO YOU THINK THAT EVERYTHING WOULD BE OKAY IF THE DRINKING SITUATION CHANGED?	☐	☐
8.	DO YOU FEEL ALONE, REJECTED, FEARFUL, ANGRY, GUILTY, EXHAUSTED?	☐	☐
9.	ARE YOU FEELING AN INCREASING DISLIKE OF YOURSELF?	☐	☐
10.	DO YOU FIND YOUR MOODS CHANGING AS A DIRECT RESULT OF HIS OR HER DRINKING?	☐	☐
11.	DO YOU TRY TO DENY OR CONCEAL THE DRINKING SITUATION FROM FRIENDS?	☐	☐
12.	DO YOU COVER FOR AND PROTECT THE PERSON?	☐	☐
13.	DO YOU FEEL RESPONSIBLE AND GUILTY FOR THE DRINKING BEHAVIOR?	☐	☐
14.	ARE YOU BEGINNING TO WITHDRAW FROM FRIENDS AND OUTSIDE ACTIVITIES?	☐	☐
15.	HAVE YOU TAKEN OVER RESPONSIBILITIES THAT USED TO BE HANDLED BY THE OTHER PERSON?	☐	☐
16.	ARE THERE ARGUMENTS BECAUSE TOO MUCH MONEY IS SPENT ON DRINKING?	☐	☐
17.	DO YOU FIND YOURSELF TRYING TO JUSTIFY THE WAY YOU FEEL AND ACT IN REACTION TO THE DRINKING BEHAVIOR?	☐	☐
18.	DO YOU HAVE ANY NEW PHYSICAL SYMPTOMS LIKE HEADACHES, INDIGESTION, NAUSEA, SHAKINESS?	☐	☐
19.	DO YOU FEEL DEFEATED AND QUITE HOPELESS?	☐	☐
20.	IS YOUR SCHOOLWORK SUFFERING BECAUSE OF THE DRINKING PROBLEM?	☐	☐

THREE OR MORE 'YES' ANSWERS MEANS THERE IS A DRINKING PROBLEM. YOU DO NEED TO SEE SOMEONE. YOU NEED HELP--FOR YOURSELF. YOU MUST NOT LET THE DRINKING CRIPPLE YOUR LIFE.

REMEMBER, YOU'RE NOT ALONE.

HD 2.13e

TRUTH OR CONSEQUENCES

ANSWER THE FOLLOWING QUESTIONS BY CIRCLING TRUE OR FALSE.

1. AN ALCOHOLIC IS SOMEONE WHO
   - A. DRINKS TOO MUCH ONCE IN A WHILE. T [✓ F]
   - B. USUALLY CAN'T STOP DRINKING ONCE HE OR SHE STARTS. [✓ T] F
   - C. HAS PROBLEMS BECAUSE OF HIS OR HER DRINKING. [✓ T] F
2. IT'S IMPOSSIBLE FOR SOMEONE TO BECOME AN ALCOHOLIC BY DRINKING JUST BEER. T [✓ F]
3. MOST ALCOHOLICS HAVE JOBS AND LIVE WITH FAMILIES. [✓ T] F
4. ALMOST ALL ALCOHOLICS ARE MEN; THERE ARE VERY FEW WOMEN ALCOHOLICS. T [✓ F]
5. ALCOHOLICS ARE USUALLY PEOPLE WHO, IF THEY WANTED TO, COULD EASILY "PULL THEMSELVES TOGETHER" AND STOP DRINKING WITHOUT OUTSIDE HELP. T [✓ F]
6. MOST ALCOHOLICS ARE SKID ROW BUMS. T [✓ F]
7. THERE ARE MANY MORE ALCOHOLICS IN THIS COUNTRY THAN HARD DRUG ADDICTS. [✓ T] F
8. ONCE A PERSON BECOMES AN ALCOHOLIC, IT'S TOO LATE TO HELP HIM OR HER. T [✓ F]
9. PEOPLE WHO LIVE WITH ALCOHOLICS CAN'T HAVE A NORMAL LIFE. T [✓ F]
10. PEOPLE FROM ALL WALKS OF LIFE HAVE ALCOHOLISM. [✓ T] F

SAMPLE SCHOOL POLICY FORM

HIGH SCHOOL

HD 2.13e

DRUG/ALCOHOL POLICY PROCEDURE FOR OPTION CLAUSE

A. Students that are first offenders, and simply in possession of drugs/alcohol or paraphrenalia or under the influence of drugs/alcohol, will be suspended for 10 days and recommended for expulsion.

   1. The Assistant Principal suspends the student for 10 days and begins expulsion proceedings.
   2. The Assistant Principal may notify the Juvenile Court and/or the Newark Police.
   3. The Assistant Principal arranges an intervention conference with the student, parent, and counselor. (This conference is to take place during the student's suspension.)
   4. The Assistant Principal notifies the student's counselor.
   5. The counselor contacts each of the student's teachers. (Confidential--Request for Information Form.)

B. At the intervention conference the counselor will refer the student to an appropriate agency.

   1. If the student agrees to the outlined treatment, the expulsion proceedings will be cancelled.
      a. The student signs the agreement and release forms.
      b. The counselor notifies the agency of the student's agreement.
      c. The agency notifies the counselor of the student's participation.
   2. If the student does not agree to the outlined treatment, the expulsion proceedings will continue.

C. If the student or agency terminated the treatment, prior to completion, then he/she will be recommended for expulsion from school.

   1. The agency will notify the counselor when the student has completed/terminated the outlined treatment.
   2. The counselor will notify the Assistant Principal of the student's completion/termination.

RULES GOVERNING SUBSTANCE ABUSE

HD 2.13e

No student shall knowingly possess, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic, or stimulant of any kind while at school or any school-related function, or on a school bus or rented carrier. (The only exception to this rule would be the student who is taking prescribed medication under the direction of a physician.) Nor shall a student knowingly have in his/her possession drug-related paraphrenalia while at school or at a school-related function, or on a school bus or rented carrier.

No student shall sell, offer for sale, purchase, offer to purchase, give, receive, or transmit any substance which is, is represented as, or understood to be a controlled substance.

The penalty for violation of any part of the above rule may be a suspension from school and a recommendation for expulsion.

FIRST OFFENSE OPTION: (offenses occurring during junior high school years shall not be considered for determining first offense status at the high school level) For those students who are first offenders of the above policy and simply in possession of one of the above described substances or paraphrenalia or under the influence of one of the above described substances, the school will offer to dispense with the expulsion proceedings provided that?

A. The student and family must agree to comply with an appropriate treatment process as recommended by a school-assigned evaluator.

B. The student and family will give written permission to the treatment agency to notify a designated school official that (s)he has contacted the agency and is involved in treatment.

If the student fails to complete the appropriate treatment process, the penalty for not completing may be expulsion. The agency providing the treatment will notify the school when the student terminates treatment by withdrawing from or completing the program.

HD 2.13e

GUIDANCE REFERRAL

NOTE: This form is to be used to refer any student that is displaying any unusual behavior. The guidance counselor will contact each of the student's teachers concerning his/her behavior in other classes. You will receive notification of action taken as soon as possible. This form is to be kept confidential and given, in person, to the guidance counselor in charge of the student being held in person with the counselor, and all information considered strictly confidential. The counselor reserves the right to share this information with the referred student, parents, and appropriate others.

Student____ Date____________________

Referring Teacher____

Teacher's Actions to Date: (please check)

____ Discussed with student
____ Discussed with parent(s)
____ Referred student to____
____ ____

Present grade in your class: A___ B___ C___ D___ F___
Have grades changed abruptly? ___ Yes ___ No

Comments:

I have noted the following behavior(s) which have caused me to take this referral action.

____ Falling asleep in class
____ Visits restroom often
____ Disoriented to time
____ Disoriented to place
____ Disoriented to person
____ Absent often
____ Very defensive
____ Talks freely about drugs and drug use
____ Flushed face
____ Red or dilated eyes
____ Slurred speech
____ Loud/Abusive language
____ Odors
____ Change in friends
____ Careless attitude

WHAT WOULD YOU DO?

HD 2.13e

The following situations concern the decisions one often has to make regarding substance abuse. Students should discuss the problems in these situations and possible alternatives.

Situation 1

You (girls) are attending a party with a date in which the drugs are flowing freely. Your date joins in with the others and has his share. He insists on driving the car and taking you home. What will you do?

Situation 2

You are with a group of friends and it has been decided to buy some beer and ride around. You are not sure about what to do now--you want your friends to accept you and not to think that you are "chicken," but you do not feel comfortable with the situation. What will you do?

Situation 3

You have noticed that your older brother, or sister, has been drinking more lately and getting drunk often. The drinking is now interfering with work and relationships with other people. You are very concerned about him, or her, being an alcoholic. What will you do?

Situation 4

Your sister has been borrowing money to support her cigarette habit. Your parents do not know about it. She's also been coughing a great deal. What will you do?

HD 2.14e

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Interpersonal Relationships?

CONCERN/CONCEPT Peer Relationships/ Adolescent Parenthood

HOMEMAKING SKILLS

- Assess factors related to adolescent parenthood
- Assess factors related to personal/ family crisis
- Utilize school/community programs that offer support for individuals as well as family

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Note to teachers--Check with school administration regarding policy on sex education.
MOTIVATIONAL ACTIVITY	Community concern	Prepare a bulletin board/poster. Suggested topics may be: --Love is a 14-letter word--family planning. --In the next year, more than one million teenagers will get pregnant! WHO ARE THEY?
		Assess how national groups approach sex education/pregnancy prevention. How do these philosophies compare with those of locality?
PROBLEM	Adolescent sexual activity	In small groups, with one acting as a recorder, discuss: --What problems are facing teens if they become sexually active? (Sexually transmitted diseases, pregnancy, guilt, anxiety) --Who is responsible for birth control? --From a male viewpoint, what would you do if you suspected your girlfriend was pregnant?
		Analyze magazine/news articles related to adolescent sexual activity. Compare media statements to your assessment of sexual activity among your local peers. Consider statements that may be untrue, boastful comments made by peers.
		Speculate on why adolescents feel the need to make such statements.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Adolescent sexual activity (continued)	Research the following topics. --Number of adolescent pregnancies/recent increase or decrease. --Methods of contraception and their concerns or problems related to adolescents.
	Problems of adolescent parenthood	Give each student an encumbering situation/item (bag of flour, fish, egg, houseplant). Pretend the item is a baby and provide appropriate care for 24 hours. Discuss problems incurred (health care, child care costs). Assess qualities of the encumbering item (egg-fragility, bag of flour-weight) realizing that the pretend item does not contain all the responsibilities and stress of a real infant.
		Play a tape of a baby crying when students enter room and while attendance is taken. Pass out sheet with question, "How does this noise make you feel?" Discuss student reaction to baby's cry (maternal/paternal, aggravated).
		Read *Put My Future On Hold or a book such as Mr. and Mrs. Bobo Jones (or other fictional/non-fictional books and articles related to early parenthood. Write a personal response stating your feelings.
		Research the following topics. --Teenage marriage—probability for success/failure --Cost of having a baby --Abortion clinics in your area --Pregnancy tests --Sexually transmitted diseases
	Resources available to adolescents	Survey your school as to attitude on abortion, adoption and/or single parenting. Discuss how students would cope with attitudes of their community/school.
		Develop a list of speakers in your area related to teenage pregnancy. --Planned Parenthood representative --Abortion clinic personnel --Minister --Guidance counselor --School nurse/doctor

PROCESS SKILLS	CONCEPTS	STRATEGIES
  GOALS VALUES FACTORS CONSEQUENCES ALTERNATIVES	Resources available to adolescents (continued)	--Parents who have had a pregnant teenager --Telephone action-line operators --Students who have been adopted or parents who have adopted --Single parent --Public assistance representative --GRADS or GOALS teacher/students Compose a panel of people discussing consequences of alternative solutions to teenage pregnancy. (Teenager having abortion, teenager who got married, single parent teenager, pregnant teenager who finished school, pregnant teenager who dropped out, teenager who gave up baby for adoption, single non-parent teenager.) Discuss pros and cons of contraceptive use. Compose a list of most common reasons sexually active teenagers do not use contraceptives. --"It is bad for my health." --"I do not have sex often enough to need it." --"It is unnatural." --"It is unromantic." --"I do not know enough about it." --"My religion does not permit it." What are the consequences of these reasons for not using contraceptives? Discuss session--One alternative to adolescent pregnancy is abstinence. Why is this alternative so seldom mentioned or discussed? What prevents young people from use of this alternative? What can be done to aid young people in using this alternative more effectively? Consider the following slogan for a bulletin board or poster--The Best Oral Contraceptive: The Word "No."

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Reflection	Discuss what is meant by the phrase, "Boys know how to make babies, but they do not know how babies are made." (Boys know how to have intercourse, but they are often ignorant about the fact that each intercourse risks pregnancy.) Is such a lack of knowledge or ignorance limited to males? Finish these sentences. --Before starting a sexual relationship I will... --The factors I would consider before choosing a birth control method are... --The most likely period for conception is... Do *Case Studies.

HD 2.14e

. . . the problems of teenage parenthood

PUT MY FUTURE ON HOLD

By Margaret Beyer, Ph.D.

About half the people your age who will ever have children will have their first child by age 19 or 20.

Imagine yourself with a baby at age 19.

How would your plans for the future be different? How—if at all—would they be the same?

A major problem for the teenage mothers I counsel is dealing with the enormous changes in their daily lives and future plans. True, being a parent can be rewarding. But babies *are* unpredictable and demanding. That makes it hard for parents to have lives of their own.

This is true for older parents, too. But teenage mothers—*two-thirds of whom get pregnant accidentally*—find this situation particularly distressing.

Take Jennifer Edwards*—a good student, popular and active in school, and now a mother. She came to me because she needed to talk to someone about her confused, up-and-down feelings.

"I threw a backyard barbecue to celebrate my sixteenth birthday," Jennifer told me. "But the afternoon didn't turn out the way I planned it. Halfway through the party Dawn started crying and I had to bring her outside.

"My friends really enjoyed playing with her—for a little while. Then they started leaving.

"I guess they just can't relate to me and my life anymore."

Jennifer misses the freedom of her old life, and she feels cut off from her friends.

She also feels disappointed in Paul, Dawn's father.

"He's so awkward with Dawn. He acts like some kind of outsider when he visits us. Dawn is his, too, yet his life hasn't changed at all."

Like many teenage mothers, Jennifer feels a sadness she's never experienced before. *In fact, nine percent of teenage mothers attempt suicide—a figure that is seven times the national average for teens.* But teenage fathers are also prone to depression. Like Paul, their concerns and self-doubts are often overlooked because friends and family tend to focus their attention on the needs of teenage mothers and their children.

Jennifer is also worried about her future. Before she got pregnant, she was looking forward to college. But now. . . .

"Let's face it," she admitted. "There's no way I can finish school without my mom taking care of Dawn—and that's becoming a *big* problem.

"Don't get me wrong. I really appreciate all mom's done for me and Dawn. But I wish she'd just show me what I need to do with Dawn instead of taking over.

"Sometimes I wonder if Dawn even knows I'm her mother."

Jennifer's misgivings about school and parenting are pretty typical among teenage mothers. For financial reasons, most *must* live with their families. *(Ninety percent of the mothers who are Jennifer's age are unemployed; 72 percent collect welfare.)* And, if they continue going to school, they generally must depend on their own mothers, or even grandmothers, to care for their children.

Experienced grandparents can be a big help. But sometimes, as in Jennifer's case, they take over because they think their own children still need to do a lot of growing themselves.

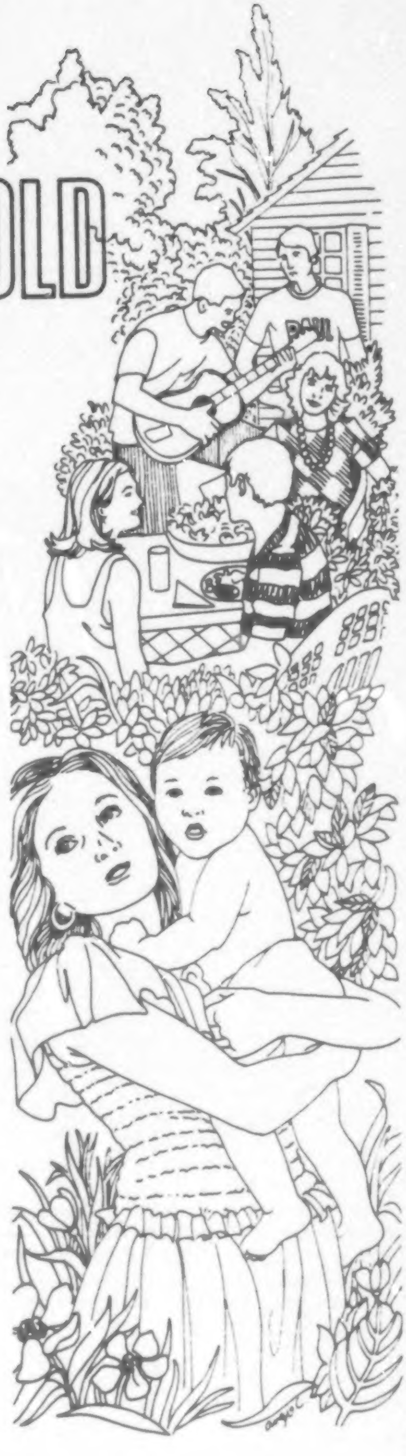

Illustration: Angelina Culfogienis

****The names used in this article are fictitious in order to protect the privacy of the teenage mothers described.***

TEEN TIMES SPRING '83 Future Homemakers of America

HD 2.14e

While it's hard for Jennifer to admit she still needs her parents, that's the least of her *future* problems. *Eight out of ten young women who give birth between ages 15–17 never finish high school, let alone college.* Without an education, most continue throughout adult life in low-paying, dead-end jobs—or living on welfare.

Although it's exhausting for Jennifer to go to school, do her homework and care for Dawn, she's working hard toward her goal of college. But at 17, Thomasine Simms*—another teenage parent I counsel—feels her life has come to a complete stop.

"I should be happy," Thomasine told me with tears in her eyes. "This is my dream come true.

"Joe and I are married. We have our own apartment. And we have a beautiful baby boy."

Thomasine and Joe got married when they found out she was pregnant.

"It's what we wanted to do anyway. Getting pregnant with Jason just moved up our plans.

"Besides, I was excited about being pregnant. At the time I thought, 'Now I'll have someone of my very own to care for—someone who will love me completely.'"

Like a lot of teens who have been unhappy at home, Thomasine thought having a baby would fill a big gap in her life. Unfortunately, babies *need* far more than they can give for a very long time.

In Jason's case, Thomasine has had even more giving to do. He was born early *(premature)* and weighed under five pounds. Since birth, he's had a number of medical problems.

One out of 10 teenage mothers has a baby suffering from low birth weight. These premature babies are more likely to be mentally and/or physically handicapped. And, as Thomasine knows, chronically sick babies are a big drain on parents.

"Jason is so small and fragile—and he cries a lot," she told me. "I try not to carry him around or play with him too much because he's quieter when I just leave him in his crib."

Thomasine didn't expect to feel so unsure of herself as a mother. She's scared and irritable—and sometimes she screams at Jason.

"Is there something wrong with me?" she asked. "I don't hurt Jason, but I don't feel like I give him enough love either. He just isn't what I thought a baby would be."

Most teenage mothers discover that babies can't make up for the love that is missing in their lives. Many, not knowing how to handle their frustration and disappointment, lash out at their children verbally or physically. *In fact, incidence of child abuse and neglect among teenage parents is much higher than in the rest of the population. (Read "It's the Law," pp.16-19, for more information on child abuse.)* Fortunately, Thomasine sought counseling before she struck out at Jason.

Thomasine's problems aren't behind her, though. Her marriage to Joe isn't what she dreamed it would be either.

"We don't have much money. Diapers and formula and baby clothes cost a lot more than Joe and I expected.

"At night we just sit around and watch TV. We can't afford a sitter *and* a night out together!

"Joe gets out with his friends occasionally, but then I'm stuck home alone. That's when I start feeling really trapped."

Thomasine admits that Joe feels trapped, too—that they sometimes fight about his nights out.

"I want to be fair with Joe. I know he works hard during the day, but so do I," Thomasine told me.

Like many teenage fathers, Joe quit school and took a job he doesn't really like in order to support Thomasine and the baby. He's trying hard to be a good provider but, so far, hasn't been too successful. Unfortunately, without further schooling, neither he nor Thomasine can expect their financial picture to get much brighter.

That's one of the reasons *most* teenage marriages fail. *In fact, while nearly half of all teenage parents do initially marry, two-thirds divorce within five years.* It seems the money problems and dramatic life changes these young couples face are "bigger" than any love they once had.

That's not to say teenage parents can't work things out successfully. Just like older, better established parents, teens can and do experience the joy and satisfaction that comes with having a child. The difference is that teenage parents are generally undereducated, underemployed and underdeveloped—both emotionally and, in the case of teenage mothers, physically.

Chapter Action Tip: Use this article as a discussion starter to get your chapter members thinking of ways they can address the problems of teenage parenthood. Then, check out "Building Healthy Families" ***(pp. 10–11)*** **for news of other FHA/HERO members involved in the Families & Futures Peer Education Project.**

Families & Futures is cosponsored by Future Homemakers of America and the March of Dimes Birth Defects Foundation. It's purpose is to get teens talking to teens about individual and family health and well-being.

In other words, teenage parents face obstacles that any parent, at any age, would find defeating.

More than a million American teenage girls get pregnant each year. Of the 600,000 who give birth, over 90 percent keep their babies. Most are trapped by a tragically limited future, but there are ways these teens can beat the odds.

First, teenage parents can avoid a life of poverty. But, they must stick it out in school or get into a special jobs training program. That means making good child care arrangements and, in many cases, getting financial assistance. So, teenage parents who get—or allow—their families' help tend to do better.

Second, the best bet for teenage mothers-to-be is to get prenatal care, eat well-balanced meals and refuse drugs, alcohol and cigarettes. Taking these precautions helps reduce the medical risks for both young mothers and their unborn children.

Finally, for teenage parents who need special counseling, there are a number of social services and trained individuals who can help them cope. For example, Jennifer and Thomasine wisely sought counseling when they could no longer handle their angers, fears and frustrations by themselves. Today, they are both moving successfully toward becoming good parents. ■

"Marty Beyer" has a doctorate degree in clinical/community psychology. She works in Washington, D.C. with young people in the juvenile justice system, teenage parents and adult women.

TEEN TIMES SPRING '83 Future Homemakers of America

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CASE STUDIES

1. Kevin reports, "While driving home from a party far from town, I was low on gas. When I told Megan, she laughed and said, 'Oh, really?' When I did manage to get her straight home, she seemed disappointed. She told me she wanted a good excuse to park as she really liked sex. She really scared me as I didn't want to get stuck with a pregnant girl pointing a finger at me."

2. Krista remembers, "No one forced me into a marriage I didn't want. At the time, I believed I loved Keith since I had sex with him. I couldn't wait to get married. I really thought my life would be one big party.

   From the beginning, Keith left me alone most evenings as he was on three men's baseball teams. When bills came, he blamed them on me since I was not working. I was planning my divorce before the baby was born.

   a. What would happen if Krista had decided to keep the baby, but not marry Keith?

   b. What would happen if Krista decided to give up the baby for adoption?

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Interpersonal Relationships?

CONCERN/CONCEPT Peer Relationships/ Adolescent Parenthood

HOMEMAKING SKILLS

- Assess factors related to adolescent parenthood
- Assess factors related to personal/ family crisis
- Utilize school/community programs that offer support for individuals as well as family

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Note to teachers--Check with school administration regarding policy on sex education.
MOTIVATIONAL ACTIVITY	Community concern	Research community and school regarding policy and philosophy related to sex education. Determine policies established by public library, local churches, elementary and secondary schools with respect to teaching about sexuality and sex education. Question philosophy and how changes will be/have been brought about.
ALTERNATIVES GOALS VALUES FACTORS CONSEQUENCES	Adolescent sexual activity	Prepare an outline of a conversation you would have with a younger adolescent sibling related to being sexually active. Highlight points to consider personal values and goals they should assess, alternatives to consider and consequences of these alternatives. Include suggestions (benefits, disadvantages) to abstinence as an alternative.
		Contact Planned Parenthood representative. Ask how this program emphasis has changed from only pregnancy prevention to a more broad approach to positive healthy sexuality (general gynecological care being offered by Planned Parenthood). What impact might these changes have on adolescent pregnancy?
	Problems of adolescent parenthood	List issues and concerns related to parenthood in general. Discuss how these issues may be magnified or lessened when parenthood takes place in adolescence.
PROBLEM		List common concerns of adolescent pregnancy and parenthood. Refer to *The Adolescent Mother and *Adolescent Males and Pregnancy. Investigate within your community the

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Problems of adolescent parenthood (continued)	accuracy of these concerns. Discuss how young parents could cope with these concerns. What resources might be available? --Limited education --Curtailed social activity --Financial constraints --Problem with three-generation family --Limited knowledge related to parenting
PR	Resources available to adolescents	Listen to a panel of adolescent pregnant teens and parents who have made a variety of decisions (adoption, temporary foster care, abortion, marriage, single parenthood, support from parents, "totally" dependent). Determine a personal choice if you were in their situation. Justify your decision. Consult GRADS teacher to determine materials/curriculum used to assist those adolescents who have become pregnant/parents. Review recent articles about new methods of birth control. Assess the safety/quality of these methods. Create a master list of alternatives (and their consequences) to be made at strategic decision points. Make this into a giant bulletin board or make a systems approach computer module based on these decisions. For example: --Decision Points Sexual Activity Contraception Pregnancy Parenthood

THE ADOLESCENT MOTHER

HD 2.14

In the U.S. *approximately* one million 15-19 year olds, or one tenth of the women in this age group plus thirty thousand younger women, become pregnant each year. About 600,000 live births per year result from these pregnancies. About 90% of teenage mothers keep their infants. Relatively strong support exists for the argument that a disproportionate number of children born to teenage mothers have developmental difficulties.

Characteristics:

1. Her pregnancy includes the normal process of pregnancy plus the *maturational* process of the adolescent herself.
2. Many adolescent girls have a history of a loss of a male in their life. This is an overwhelmingly recurrent theme in adolescent pregnancy. Introjection. One parent usually unavailable to her either physically or emotionally.
3. She may have a need for identity - "a place in the world". The pregnancy itself can answer that question. It fills a role - a need to be meaningful to someone else, even for "a moment".
4. She may be passively dependent. Needs to be "taken care of". Often had improper nurturing, herself. "I am too ineffectual to get pregnant" (repeat pregnancies).
5. She may wish to change the relationship with her own mother - sever the tie. "I want to get out of here". Also, wanting to identify with her own mother - get on the same level, be as good as, etc. The absence of a warm relationship with her own mother correlates with a second pregnancy.
6. The pregnancy may be a way of trying again. Getting another chance to "prove good", not to mess up by making a better life for the baby. Often relies on baby for self repetition - wants the baby to "be me, not separate from me".
7. She may make baby a "gift" to another, usually her parent. "Here, try again" thinking. Often turns care of baby over to the grandparent and gradually slips out of the picture, usually completely.
8. She may have unrealistic expectations of the baby. Characteristics often placed on baby which do not belong. Often intolerant attitudes toward baby.
    a. Ignorance of developmental norms resulting in unrealistic expectations of baby.
    b. Impatient, insensitive, irritable and prone to physical punishment of baby.
    c. Lack of appropriate advice and support in "righting" the situation.
    d. Poor ego-strength and self confidence in mothering.

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* Adapted from mimeograph sheet by Mary Lou Dillon, Infant Health Specialist and Consultant.

ADOLESCENT MALES AND PREGNANCY

HD 2.14

Data from a 1978 study by Eugene Vadies and Darrel Hale in Social Work In Health Care: Vol. 3 (2), Winter, 1977.

1. 48% of adolescent males in the study agreed that pregnancy is "her fault" because she should have protected herself. Only 25% agreed that males should use birth control whenever possible.
2. 61% of the males thought it acceptable to tell the girl "you love her" in order to have sex with her.

During a resulting pregnancy the above two issues accentuate the conflict for the adolescent girl and often results in her "gluing" to the boyfriend in order to keep him involved. He usually has other ideas about the directions he wishes to take.

A. The adolescent male often feels lack of control in the pregnancy, especially when caught in the middle of family conflict.

B. At a time when he is struggling to make his own adolescent break in a struggle for independence, he will resent the demands of the "responsibility" of the pregnancy and will frequently deny it.

C. During the psychological stages of pregnancy, the woman will turn "inward" in a narcissistic way, leaving the boyfriend bewildered about his part in the pregnancy.

D. The body changes that occur during pregnancy are accentuated for both parents, if adolescent, as this is the time when teenagers become very concerned with body image. The adolescent mother often feels more distorted and is often seen in that light by the male.

E. His support systems are crucial and his relationship with his own father rises to the surface during this time.

* Adapted from mimeograph sheet by Mary Lou Dillon, Infant Health Specialist and Consultant.

PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Interpersonal Relationships?
CONCERN/CONCEPT	Interaction with Communities and Society/Societal Involvement-Careers

HOMEMAKING SKILLS

- Obtain information about community issues
- Utilize community activities that support the family

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Do a current events bulletin board reflecting social issues of concern to the family (day care, no-fault divorce, child abuse, abortion laws, hunger, poverty, drunken drivers, drug offenders).
	Societal problems which involve teenagers and their families	In four separate groups, report on societal events affecting the family (use newspapers, magazines, news broadcasts). --Local events --State happenings --National concerns --World affairs
		List what is happening within each area. Discuss in your group how each event potentially affects you as an adolescent or teenager, your families and your community.
PROBLEM		Categorize all of the problems which surfaced in the societal events discussion into broad categories (poverty, crime, destruction of natural resources, human relationships, economic problems).
	Resources available to help teens with societal problems	Using resources, develop a list of local, state, national and world organizations which provide support for these problems. (Hospitals, Boy or Girl Scouts, Big Brothers and Sisters, March of Dimes, churches, Children's Services.)
		Invite guest speakers from some of these organizations to discuss services offered, financial support and how persons can become involved.

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Community involvement	Respond to the following situations. For each situation, generate alternatives for how you could help solve the problem. Include the alternative of taking no action. Analyze the consequences. Consider how each decision affects others. --Your neighbors are a young couple who wanted a house in the suburbs. They could not afford one there, but purchased an old home in an inner city neighborhood and renovated it. Upon returning from work one day, they discovered their flower boxes had been destroyed by vandals. The couple had an idea who did the damage. --You have read and seen pictures of a devastating famine in a country in Asia. You are especially concerned about children who are starving there. --There is a family who belongs to your church who lost everything when the house was destroyed by fire. --Because of the sagging economy, summer jobs for teenagers in your area are limited. You would like to find a job.
	Human service occupations	Brainstorm and list human services occupations. Using magazine pictures of people performing human services, make a bulletin board or collage. Label the pictured occupations. Add more occupations as they are identified. Invite a panel of guests from human services occupations to identify and discuss the education and training they have acquired. Compare and contrast the variety of experiences. Identify any unique experiences of the panel members and discuss how these experiences may contribute to securing training necessary to enter or advance in a human services career. Make a list of jobs you hold or have held (both paid and volunteer). Give examples of human services skills used in those jobs. As a class, list and compare human services skills used in similar and different jobs. Discuss the topic "homemakers as human services workers." Identify ways homemakers acquire their training, and what skills an experienced homemaker possesses which might be useful in gainful employment. Calculate the dollar value of a homemaker based on the tasks commonly performed. Identify ways of better preparing people for the occupation of "homemaker."

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Human service occupations (continued)	Hold a class round-robin to develop a list of human services jobs that may be performed in the home to earn income (child care, services for the elderly or handicapped). Identify any rules or regulations that pertain to these home services. Summarize by preparing a bulletin board or display case illustrating the ideas.
		After investigating job opportunities in human services, hold a class brainstorming session to identify those opportunities that could be performed on a volunteer basis. Interview volunteer human services workers in your community to determine satisfactions derived through volunteer work and other possible advantages which may result (full-time paid employment, job experience for future employment reference). Share findings in a class discussion.
		Explore ways that groups (clubs, classes, families) can contribute to the field of human services (taking children or seniors on a field trip, making toys or other useful items for those in institutions, raising money for a community facility, entertaining, collecting needed items for community use). After considering resources, select a group project to carry out. Discuss reasons people may want to provide services in groups instead of individually.
		Take a field trip to a human services place of business (hospital, day care center, senior center, nursing home, department of human resources office, well-baby or other health clinic, social security office). While there, observe and identify all jobs being performed. Find out which are paid and which are volunteer. Ask a representative to join in a discussion of jobs observed to answer questions and add other pertinent information. Summarize findings about the place of business.
	Reflections	Individually make a list of at least ten volunteer or community organizations of which you could be a part. Analyze factors and your values that would help you make a decision regarding personal involvement. Become pro active when possible.
		Prepare a bulletin board or class report of current events that reflect how teenagers are involved in their societies.
		FHA/HERO - IEE or Encounter project, become involved in or develop a community service project.

HD 2.22

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Interpersonal Relationships?

CONCERN/CONCEPT Interaction With Communities and Society/Political Involvement

HOMEMAKING SKILLS

- Become an informed citizen
- Utilize rights as a private citizen

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Political issues affecting you	In small groups, brainstorm on large sheets of paper issues that are currently being discussed by local, state and national political bodies that will affect you and/or your family. Discuss reasons for and against each issue. Identify the specific ways in which it will affect you. --Lowering the drinking age. --No-fault divorce. --Laws requiring marriage counseling before issuance of marriage license. --Changes in social security. --Changing of zoning laws in your neighborhood. --Drafting both men and women. --Increased taxes for education.
		Using resources, define terms--Proactive, Reactive.
ALTERNATIVES GOALS VALUES FACTORS CONSEQUENCES PR		Discuss concept--no decision or no involvement is a decision. What might the consequences be in a situation where this was the decision?
		Select a topic of current concern. Using resources and practical reasoning process, develop position on issue. Why did you consider this the best decision? Would it be best for your family and society?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Involvement in the legislative process	Analyze ways to get involved in the legislative process (voting, write letters, demonstrate, volunteer in a campaign, legislative hot lines, White House telephone number). Considering your values and your current situation, make a decision to become proactive in at least one way. Resource speaker--"Having an Impact on Legislation" (legislative aide for state representative, school board member, congressperson). IEE--Develop a plan for personal involvement in an upcoming election.
	Reflection	Complete the following: If I feel very strongly about a current political issue, I know I can have an impact on the decision by taking the following steps.

HD 2.23

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Interpersonal Relationships?

CONCERN/CONCEPT Interaction With Communities and Society/Cultural-Ethnic Traditions

HOMEMAKING SKILLS

- Teach children respect for self and others
- Obtain information about world community customs and activities
- Work to eliminate prejudices

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY	Prejudice	Without explaining the reason or method, divide class into two groups (everyone with white in one group, all others in second group). Take one group aside and give the following instructions. All members of the second group should not be permitted to express ideas and should be given the unpopular chores to do. All members of the first group have been selected because of superior ability; they should be the leaders and only do what they want in the group; they should always stick up for one another and use their power over the members of the second group. Now divide into groups of four with two from first group (1's) and two from second group (2's). Assign each group a bulletin board activity to create and begin work. After the bulletin boards are done, split into the original two groups again and ask questions about how well they cooperated on the project, if members were made to feel inferior when they ventured ideas in the group, if anyone felt like they did all of the work. Discuss how you originally divided the group and what your basic instructions were to the first group. The whole exercise is to demonstrate how prejudice can start over something as simple as the colors of clothes worn. Discuss how the two groups felt about being oppressed and being the oppressors and how this must feel every day to oppressed people.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Prejudice (continued)	Discuss prejudices people in the community/country have against cultural/ethnic groups. What would assist them as individuals to interact with cultural/ethnic groups with whom they have or will come in contact. Consider learning their customs, trying to communicate.
PROBLEM	Customs and adjustments needed	Using library, teacher and community resources, research customs of different cultural/ethnic groups and how/why these customs originated. Also concentrate on the problems the cultural/ethnic groups have in adjusting to life in the U.S. (Special groups that have had large immigrations lately are Cubans and Vietnamese.)
		Working in groups, select a culture and identify terms used to describe family member roles and traditions (Chicano - machismo, palomillas, compadres, primos hermanos; Japanese - ga-man, oya-koko, Issei, Nisei). Share findings by constructing a word puzzle, game or quiz to administer to fellow classmates. In reviewing correct answers, discuss how each term relates to family traditions and interaction patterns of the culture.
		Contact ethnic/cultural clubs in the community and find out why they were founded, the purpose of the organization and their activities.
		Determine your origin and why your ancestors migrated to the community.
		Interview the foreign exchange students at your school about customs of their country. (Could also use host families who have had exchange students.)
		As a group, discuss any positive experiences that you have had with cultural/ethnic groups or individuals (4-H exchange, attended community festivals, attended exhibitions, acquaintances from traveling).
		Poll naturalized citizens in your area on why they immigrated to the U.S., how they became citizens, what difficulties they encountered in their adjustment to their new community. (Churches often sponsor foreign families to the U.S. and have films available on how a family adjusts in the community.)
		Discuss *Cultural/Ethnic/Family Behaviors.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Analysis of feelings and attitudes regarding cultural/ethnic groups	Play the tape of the different accents from individuals located in different areas of the U.S. and discuss as a group how you would feel if you spent a summer alone with people who spoke English, but with an entirely different accent.
		Play a tape of someone talking in a different language and read a scenario of the country that some of the students or their families have visited or are from. Discuss how you would feel as a foreign exchange student in that country with no translator. Discuss how you would deal with basic need messages such as--where is the bathroom, when do we eat, and where can I buy tissues. Share these with the class.
		Think about personal prejudices you or your family have. Brainstorm ways to deal with these in a positive manner. Share ideas with the class.
	Benefits of cultural/ethnic groups	Discuss the benefits of cultural and ethnic groups in the community. What possible adjustments may the community and group need to make?
		If your community has a traditional community-wide event or tradition (Octoberfest, Italian festival), invite a member of the sponsoring group to share its history and describe how family groups are involved. Discuss the benefits for the community and families in the community.
	Helps for positive interaction	From the research, discussions and experiences of class members, form a list of helpful tips for developing a positive relationship with cultural/ethnic groups.
		Read *Refugees. Discuss the cultural differences and problems which face refugees.
		FHA/HERO--Assist in projects which assist refugee families to learn English, shop and adjust to American life.
	Reflections	Next year our school will be getting a foreign exchange student from ______________ (India, Egypt, Israel, Germany, Australia). Write how you are going to help this student enjoy his/her stay with us.
		IEE--Complete a family tree.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflections (continued)	Write a paper on family traditions and how they started in your family. Give a report relating to: --Having a foreign exchange student. --Being a foreign exchange student. --A particular country's customs. --Foods typical for a country, try several. FHA/HERO--Plan a special event for the school's foreign exchange student(s). Sponsor an FHA/HERO cultural fair that utilizes community cultural/ethnic groups.

CULTURAL/ETHNIC FAMILY BEHAVIORS

- Jenny Chen has just returned from a 30-day camping trip with her school group, studying natural science. Her father and mother do not kiss and hug her when they pick her up in the school parking lot. The China-born parents have taught all of their children not to physically express love and affection in public. The parents make an exception where infants are concerned. It is important for them to be dignified and reserved in public. The parents do greet Jenny with smiles and warmly spoken words of welcome.

- The new baby in a Puerto Rican-American home is named Carlos Ruiz Moreno. In his family the child takes the last name of both parents, first the father's name which is the child's legal last name, Ruiz. Next the mother's name Moreno, which indicates family descent on her side.

- When Rich Hoffman reached 13 years old, he went through a ceremony called bar mitzvah. This ceremony is a Jewish religious event that indicates Rick is now an adult Jew and will fulfill his obligations as such.

HD 2.23

REFUGEES

MANY JUST CAN'T GET USED TO LIVING IN AMERICA

Since 1975, about 4,000 refugees have fled their war-torn homelands for the safety of central Ohio. These strangers in a strange land—mostly Laotians, Cambodians, Vietnamese—face a multitude of challenges in finding jobs, learning English and adjusting to American culture and laws. To find out how they are responding to those challenges, The Dispatch interviewed many of the refugees and the local organizations which sponsor them for this series of reports.

BY KARIN A. WELZEL
Dispatch Staff Reporter
Fifth of a series

Hom Kounlavong, 46, is happy to be alive, but life in America has been a shock for him.

As a former military paymaster in Vientiane, Laos, he had status in his homeland.

The South Side resident, now a $4.25-an-hour housekeeper at Doctors Hospital North, worries about the future.

Because his three children have become "Americanized" since their arrival here nearly four years ago, he no longer can count on them to support him in his old age.

"When I am sick or something and cannot work, how will I pay the bills?" he asked.

Kounlavong is not alone in his anxiety. Adjusting to Western culture has been difficult for many Indochinese refugees.

There is the language barrier. The older people have trouble learning English as quickly as their children, who get intense exposure in public schools. Jobs or child-care responsibilities sometimes interfere with classes. Sometimes isolation and depression occur.

Men who had good jobs, owned property and had status in their homeland have lost face—reduced to living on welfare and food stamps or working at menial jobs.

Health and social service agencies also report growing alcoholism among men in their early 20s who see American peers with high-paying jobs, new cars and nice clothes and are upset that they don't have all that, too. The unemployment rate of 50 percent also adds to the problem.

Kounlavong of E. Markison Avenue has felt the shock. "There are different customs in the United States than in Laos," he said through an interpreter. "Over there, a father tells his children not to do this, not to do that."

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The interpreter paused. "His children are very Americanized," the interpreter said, as Kounlavong's 17-year-old daughter, Khanthong, giggled on the telephone. "He's depressed a little bit because the children don't listen to him."

In Laos, it is usual for four generations to live in one house, but Kounlavong's 18-year-old son moved to Texas to take a job as an electrician after graduating this spring from South High School.

Kounlavong and his wife, Sone, 35, also a housekeeper at Doctors, cried about that, but they knew jobs are scarce here, and this is what their son wanted.

It is not easy for them to accept, but there is little they can do about it. They are in America now.

Marian Jacques, coordinator of the refugee health program for the Ohio Department of Health, said it is difficult to identify how to help refugees who are having trouble adjusting to the new culture and customs.

"They have different coping mechanisms," she said, adding that Indochinese usually solve psychological problems through a family support system. Conventional Western methods of treatment are pretty much lost on the newcomers.

"The ones most at risk are young single adults and married couples," Jacques said. "Refugees undergo a great deal of stress and anxiety. "They have feelings of loss and bereavement, feelings of guilt because they survived and others in their family didn't, or because some relative still is back in the homeland, possibly suffering."

Jacques and other health officials plan to set up a mental health network to identify common emotional problems and the best methods to treat them.

One step toward that was a forum September 22, sponsored by the Columbus Area Refugee Task Force's Mental Health Committee. Meanwhile, Kounlavong takes it a day at a time. He and his wife earn enough to pay the bills, maintain their secondhand car and support their daughter and other son, 17, as they finish high school.

"I am happy," he said. "But I am homesick."

PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Interpersonal Relationships?
CONCERN/CONCEPT	Interaction with Communities and Society/Support Systems

HOMEMAKING SKILLS

- Recognize problems which could be solved by community agencies
- Obtain information about community agencies
- Use community agencies to help solve problems

<table>
<tr><th>PROCESS SKILLS</th><th>CONCEPTS</th><th>STRATEGIES</th></tr>
<tr><td>PROBLEM</td><td>Problems families have for which they seek help</td><td>Using newspapers, find articles about families in trouble. Use these to construct a bulletin board.
Do *Community Resources and Facilities. Match these to bulletin board articles. Are there needs that are not served?
"When you are in trouble or have a problem, where, or to whom do you go for help?" Post and discuss as a class
<table>
<tr><th>GENERAL PROBLEM</th><th>WHERE OR TO WHOM DO YOU GO FOR SUPPORT</th></tr>
<tr><td></td><td></td></tr>
</table></td></tr>
<tr><td>PROBLEM</td><td>Resources available to assist families</td><td>What internal support systems and resources families have.
Identify specific problems people have for which they might seek help outside the family, basic support network and resources.</td></tr>
</table>

PROCESS SKILLS | **CONCEPTS** | **STRATEGIES**

GOALS
VALUES
FACTORS
ALTERNATIVES
CONSEQUENCES

Resources available to assist families (continued)

Chart type and name of service agency that may be available for each type of problem.

Problem	Resources	Internal Family Support	Informal Support	Community Support

Exploration of community agencies

FHA/HERO--Panel of community agency representatives give brief overview of agency.

IEE--Do *Where Can I Go For Help. Visit agencies--interview and prepare a handout describing their services and clients served.

--Red Cross
--Salvation Army
--Interchurch Social Services
--Nutrition Council
--Fair Housing
--Visiting Nurses
--Hospice
—CETA
--County Social Services (Welfare Department)
Food Stamp Outreach program
--Cooperative Extension
--Women-Helping-Women
--A.A., Al-Anon, Ala-teen
--WIC
--Meals on Wheels
--Senior Citizens
--Family Planning
--Day Care Center

Use current magazine articles, or news media which depict families with one or more problems. Prepare a case study and identify local agencies that could be of assistance. See *Suggested Worksheet.

Reflections

Using the above case study, write--If I had this problem, I would... Justify your decisions. Analyze how it would affect family, neighbors, friends and community.

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COMMUNITY RESOURCES AND FACILITIES

DIRECTIONS: Read the services described on the left, and place the letter of the agency that provides that service in the blank on the left.

____ 1. Information for pregnant mothers.

____ 2. Information on contraceptives.

____ 3. Help for people with breathing problems.

____ 4. Help for the alcoholic.

____ 5. Help for an entire community after a storm.

____ 6. Find out what to do if you know about a case of child abuse.

____ 7. Find out how to help someone who threatens suicide.

____ 8. Help for abusive parent.

____ 9. Help for person who is terminally ill.

____ 10. Help for family who has run out of food.

____ 11. Help for poverty family whose son was accused of shoplifting.

____ 12. Help for single mother of 12-year-old son.

A. A.A.

B. American Red Cross

C. Emphysema Association

D. Humane Society

E. Hospice

F. March of Dimes

G. Big Brothers Association

H. Mental Health Association (County)

I. Food Pantry

J. Planned Parenthood

K. Legal Aid Society

L. Social Services (County)

M. Parents Anonymous

HD 2.24

WHERE CAN I GO FOR HELP????

Directions: Some problems and needs of people are listed in the left-hand column below. Look over the list and match the problems and the needs with the correct places people may secure help. You may use the names of the agencies more than once.

Problems and Needs of the Family

____ 1. Care of small children
____ 2. Family recreation
____ 3. Adult counseling
____ 4. Family health services
____ 5. Pregnant girls and women
____ 6. Activities for youth
____ 7. Decent place to live
____ 8. Job training for young people
____ 9. Young people in trouble with the law
____ 10. Disagreements with landlords or businessmen
____ 11. General welfare
____ 12. Care of the aged
____ 13. Care for sick persons at home
____ 14. Family planning
____ 15. Free pap test or breast examination
____ 16. Problem with a purchase from a store
____ 17. Mental illness problem
____ 18. Alcohol problem
____ 19. Job training for a retarded adult
____ 20. Abuse of children

Names of Agencies

a. Boy or Girl Scouts
b. Florence Crittenton Services
c. Health Department
d. Parents Anonymous
e. Day Care Center
f. YWCA or YMCA
g. Planned Parenthood
h. Sheltered Workshop
i. Legal Aid and Defender Workshop
j. County Welfare Department
k. Metropolitan Housing Authority
l. Home for the Aged
m. Area churches
n. Better Business Bureau
o. Parents/family
p. Mental Health Center
q. Alcoholics Anonymous
r. Area Vocational Training Center

Source: Family Living and Parenthood Education Guide. Tennessee Department of Education.

HD 2.24

SUGGESTED WORKSHEET

Case Study______________________________

Problem____
____
____

Agency(s)	Where	Services Provided	When	Qualifications

Resources: ____
____
____

If you use this service....

____
____
____

If you do not use these services....

____
____
____
____

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT The Family/Role of Family

HOMEMAKING SKILLS

- Identify basic functions of families
- Interpret meaning of family

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Create a bulletin board collage using words and pictures: A Family Is... Show cartoons such as Family Circus and identify the functions that the family is serving for its numbers.
	Definition	Picture a family in your mind and then individually write a definition of family. Share with class. How is the family unique? Similar to others? Formulate class definition of "family." With pictures of family units, determine if the picture of the unit fits class definition. Reevaluate definition.
	Basic functions of family -Economic -Protection -Education -Recreation -Religious -Procreation -Affection -Adaptation	Using resource materials, identify the basic functions of the family and how they are provided today. In four groups, use resource materials to discover how these functions were provided 50, 100, 150 and 200 years ago. Compare and contrast. Determine factors which have caused change. Chart your findings and share with class. How would the family of today be affected if functions were provided the same as in yesteryears? Discuss the roles of extended family members such as aunts, uncles and grandparents. How has the extended family changed?

PROCESS SKILLS	CONCEPTS	STRATEGIES
SELF FAMILY SOCIETY	Basic functions of family (continued)	If your family could not provide these basic functions, who/what would and how would this affect you, your family and community? Analyze your family. How does it provide these basic functions? What part of these functions do you help provide?
	Family customs	Assemble a group of photographs illustrating family events. --What events, customs and rituals do these photographs depict? --What events, customs and rituals are photographed in your family? --What values are portrayed?
	Traditional-emerging views of family	Do *What Do You Believe About Families? Write a short essay evaluating your beliefs based upon the questionnaire and restating definitions of a traditional and emerging family in your own words.
	Sociology of the family	In small groups, research topics on the family and report to class the current periodicals and texts. --Future of families --Social trends affecting families --Demographics (percent of one or two-parent families, one or two wage earners, numbers of children, unrelated families)
	Reflection	Complete the following statements. --As a family member, I give... --From my family, I receive... --I could help provide... --Families of yesteryears differed from family of today... --A family could be... View bulletin board collage again. Note if there were additional meanings which you perceive in the words and pictures as a result of the classroom discussion.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Reflection (continued)	Imagine how the nation or world would be different if families did not exist. How would human relationships differ? What responsibilities would society have? What responsibilities would individuals assume? How would children be raised? What would be the role of the church, school, government? Share ideas in a class discussion by identifying functions families perform.

HD 3.11

WHAT DO YOU BELIEVE ABOUT FAMILIES?

These are statements about American families in general: they are not statements about your family. There are no right or wrong answers to these statements. They express what some people believe.

Circle SA if you strongly agree with the statement
Circle A if you agree with the statement
Circle U if you are undecided
Circle D if you disagree
Circle SD if you strongly disagree

For example:

1. All children should be spanked every day. SA A U D SD

There should be only one circle for each statement. Answer every statement. Do not pause long on any one statement. Circle the response which you think of first.

PART I

1. The mother's opinion should be as important as father's in money matters. SA A U D SD
2. A family should be satisfied with the kind of job the father has. SA A U D SD
3. The father should help take care of the young children in the family. SA A U D SD
4. Living in a family group is the best way for people to live. SA A U D SD
5. Children should try to understand their parents. SA A U D SD
6. If each person is willing to give up his own desires for the good of the family, it will result in a strong family. SA A U D SD
7. Families should help each other be honest about their own faults. SA A U D SD
8. Family customs should be carried on by the children. SA A U D SD
9. Members of a family should enjoy their responsibilities. SA A U D SD
10. It is all right for teenage boys to help do the dishes. SA A U D SD
11. The members in a family should help each other solve personal problems. SA A U D SD
12. Girls should learn to cook and sew at home. SA A U D SD
13. Parents need the love of their children just as much as the children need their parents' love. SA A U D SD

Source: Family and Community Services Curriculum. Wisconsin Dept. of Public Instruction.

HD 3.11

14. Teenagers should not talk back to parents. SA A U D SD

15. When the family goes on a vacation trip, teenagers should have a part in planning the trip. SA A U D SD

16. The difference between right and wrong should be taught by the home. SA A U D SD

17. The mother should have money which is here to spend the way she wants to. SA A U D SD

18. Families should have religious services in the home. SA A U D SD

19. Children and parents should discuss sex matters together. SA A U D SD

20. Parents should make children do things that are good for them. SA A U D SD

21. A teenager should do what his parents want rather than what his friends want. SA A U D SD

22. Parents should not show their love for their children around others. SA A U D SD

23. Teenagers have enough to do without helping at home. SA A U D SD

24. Everyone should get married. SA A U D SD

Score yourself:

For odd numbers (1, 3, 5, etc.) SA = 6, A = 4, U = 3, D = 2, SD = 0

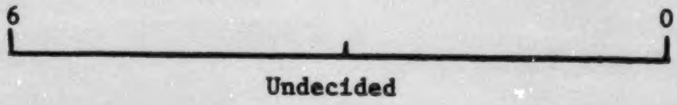
For even numbers (2, 4, 6, etc.) SA = 0, A = 2, U = 3, D = 4, SD = 6

Place the correct number in the margin

Add the numbers and divide by 24.

If your score is over 3 you have emerging beliefs about the family

If your score is under 3 you have traditional beliefs about the family



Ask your teacher to see definitions of Traditional and Emerging families.

WHAT DO YOU BELIEVE ABOUT FAMILIES?

Beatrice Petrich

HD 3.11

Operational Definitions:

The Traditional Family	The Emerging Family
1. Sees compliance with duty as a goal.	1. Sees personal happiness as a goal.
2. Follows tradition.	2. Desires innovation.
3. Definitely differentiates between male and female roles, and between adult and child roles.	3. Accepts an interchange of female and male roles.
4. Has definitely established hierarchy of communication channels and exhibits controlled affectional communication.	4. Has open communication channels with frequent affectional communication.
5. Considers kinship the basic social bond.	5. Develops social bonds with many groups.
6. Achieves status as total family regardless of individual skills and accomplishments.	6. Allows different status levels for individuals within the family.
7. Participates in outside groups on a family basis.	7. Participates in a wide variety of groups on an individual basis.
8. Places emphasis on objectives established by the authority figure or by tradition.	8. Places emphasis on individual objectives.
9. Is a major influence in economic, educational, recreational, and religious functions.	9. Is willing to relinquish its influence in economic, educational, recreational, and religious functions to other social groups.
10. Bases behavior, discipline, and obedience patterns on authority and custom.	10. Bases behavior, discipline and obedience patterns on rationality, consensus, and bonds of affection.
11. Is authoritarian and based on the subordination of the individual members to the authority figure.	11. Is developmental and based on the worth and developmental stage of the individuals.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT The Family/Organization/Structure

HOMEMAKING SKILLS

- Identify nuclear and extended families, single and multiple member families

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Make different combinations of "families" on a flannel board.
		Do *My Family and compile class results. Draw conclusions about the structure and organization of family life in your community.
	Nuclear and extended families	Analyze definitions of nuclear and extended families.
	Merits of the nuclear and extended families	Brainstorm and list at least ten merits of the nuclear family and at least ten merits of the extended family.
		Given the above lists, analyze each structure in relation to: --Success in rearing children. --Making a healthy, happy home. --Giving satisfaction and security to all members. --Meeting financial needs.
		Using paper, pencil and crayons, have students create a picture of their family. Given the completed pictures, have students in large group pick out similarities and differences among the pictures.
		Explore why the extended family is returning in the '80s. (Rising home costs, young adults returning, working parents—grandparents provide live-in child care, widowed parents move in with middle-aged children, single parents.)

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Single member families, multiple member families with or without children	Brainstorm the variations found in single member families and multiple member families with or without children. List current television shows depicting family types and identify how each differs. Discuss family member problems. Interview senior citizens regarding how their family was organized. Read articles projecting the future of the family. Note the differences.
	Blended family (stepfamily)	Invite a person from a blended family to explore with the class: --The adjustments they have made and will expect to make. --The expectations, hopes and doubts. --The problems. --The joys.
	Communal living	Invite someone from a senior citizen organization to explore with the class why this is a popular family structure for this age group. --If these people did not have this family type, how would they be affected? --How does this family type affect their lives, the lives of other family members and the community?
	Family organizational patterns	Construct enough small signs naming various types of family organizational patterns found in the U.S. and other countries (nuclear, extended, social, surrogate) to provide one for each class member. Depending on class size, there may be duplications. Have another class member pin your sign on your back so you do not see which pattern you have. Attempt to identify your pattern by asking other class members yes and no questions about its characteristics (Do aunts and uncles live in these families? Do children live with their natural parents?). After you have identified your pattern, move to a designated area of the room with others who had the same pattern. Share questions you used to determine the pattern you had. Create a mobile depicting types of family organizational patterns (nuclear, extended, social, surrogate) and their internal structures (married with children, married without children, single parent). In small group study teams, investigate the characteristics of the identified patterns and structures. Share and compare findings in a class discussion.

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Responsibilities for work in the home	In small groups, develop a list of tasks that are involved in caring for a home and family. (Meal preparation, meal cleanup, shopping, child care, housecleaning, house repair, yard maintenance, budgeting, bill paying, clothing care.) Working with a hypothetical family, develop a color-coded chart indicating who accepts responsibility for each task (yellow-mother, green-father, blue-older siblings, pink-younger siblings, orange-boys, purple-girls, red-you). Share and compare graphs in class and relate to attitudes about traditional and contemporary family organizational patterns and family member roles. End discussion by identifying some of the advantages and disadvantages of rigid family member role designations. Write a short essay entitled "The Head of Our House" which describes who heads your household and why you think so. Share essays and tally head-of-household designations by family members (mother, father, mother-father, brother, sister, uncle, aunt). Follow by discussing the roles assumed by other family members in each type of household. Attempt to develop one or more explanations for the differences discovered.
	Family with handicapped members	Divide the class into small groups, giving each a specific handicap. Let them explore how this affects the nuclear family and the extended family. How are family and individual needs met and what are the adjustments that have to be made?
	Reflections	Individually, complete these sentences. --I learned families can be organized... --The advantages and disadvantages are... --The adjustments are... --Families are changing in the following ways...
PR		Using practical reasoning, solve the following family problems. --Grandpa Wilson has suffered a stroke which has made it impossible for him to live alone. Tom and Sally Wilson have three small children and have just moved into a three-bedroom, two-story home about 120 miles away. Grandpa Wilson has a small savings which will be needed because much of Tom and Sally's savings was used as a down payment on their new home. What will the Wilsons do?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflections (continued)	--Thelma who is 18 and six months pregnant has just told her divorced mother that she plans to live with her, her three sisters and her niece in a two-bedroom apartment. What should Thelma's mother do?
		--Jacob has just lost his job and is forced to move his wife and two children into his retired parents' condominium. Jacob's parents have just sold their home and extra furnishings and are looking forward to a relaxed, quiet lifestyle. What should Jacob's parents do?

HD 3.12

MY FAMILY

Number of females _____ Number of Males _____ Number of generations _____

Who works outside the home ______________________________

Who works inside the home ______________________________

List jobs
1.
2.
3.
4.
5.
6.
7.
8.

How much time do you spend together each day as a family? ______________

How much time is spent apart? ______________________________

What are some regular family activities?
1.
2.
3.
4.
5.

What do you do as recreation and/or holiday celebration?

List your relative (use additional paper if needed)
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Write an X next to those who live within 50 miles
Write IL next to in-laws (related by marriage)
Write an R by those you see regularly
Write a C by those you consider close relatives

Count the number for each letter and put in correct blank.
Number of X __________
Number of IL __________
Number of R __________
Number of C __________

Source: Family and Community Services Curriculum. Wisconsin Dept. of Public Instruction.

HD 3.13e

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT The Family/Meeting Needs of Family Members

HOMEMAKING SKILLS

- Basic needs of family members
- Provide moral support for family members

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION		Use National Geographic pictures of families of other cultures. Discuss. --What are their needs? --How are they met? --How are they similar and different to families in our culture?
PR	Basic needs -Physical -Food -Clothing -Shelter -Protection -Social/Emotional -Individual	Using resources, identify the basic needs of individuals. Relate basic needs to how needs are met in family units. Presume you are left stranded on a remote island. There is no possible way you can be rescued. With you are 50 people: 15 women, 5 of them elderly; 25 men, 3 of them elderly; and 10 children, some infants and adolescents. What must this group do to be sure all their needs are met? Remember they have both physical, social and individual needs. Discuss questions similar to the following. --How does this group resemble a family? --What are primary needs of the group? --Who in the group will meet what needs? --What will be the result if some of the needs are not met? --Which needs are most important and should be met first, second, third? --What needs could you meet if you were a member of this group?

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Basic needs (continued)	Divide the class into small groups. Identify who is in each small group (number of men, women). Give each group one need to meet (food). Use the practical reasoning process to solve their problem. --How will this need be met? --What is result if not met? --Can they meet this need as a separate small group or are they dependent upon others in large group? --What problems do you encounter trying to meet this need? --How does the meeting of this need affect each individual and the group?
PR	Reflection	Analyze the needs for the two family situations given below. --Identify their needs. --Identify how and who will/can meet these needs. --If these needs are not met, what will be the result? Mary, age 35, divorced, has custody of her three school-age children. They live in a rented apartment. Mary has a full-time job. Tom is 40, Anne is 37. They are married and the parents of Jim, age 16 and Marie, age 13, who was born severely retarded. Tom is employed full time and Anne is a full-time homemaker.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT The Family/Health

HOMEMAKING SKILLS

- Identify types of family illness
- Practice preventive medicine

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR		Create a bulletin board depicting types of family health problems (illness or injuries).
		Discuss individuals or families whom you know whose lifestyle has dramatically changed as a result of illness or injury.
	Prevention	Using resources, find articles on prevention of health problems, "holistic" medicine, the concept of "wellness." Share findings in class.
		Do *Self Responsibility for Health.
		IEE--Plan a personal health program to improve your own health.
	Common illnesses	Using resources, compile a chart of common household illnesses and accidents. List symptoms, treatment suggestions and signals which indicate a call to the doctor.
	Home nursing skills	In small groups, research aspects of family health and present to class, such as: --Home medicine cabinet (what should be in it) --First aid kit --Timetable for innoculations, doctor, dental and vision checkups --RDA exercise and sleep requirements for various age groups --Health care budget/insurance requirements --Home sanitation

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Home nursing skills (continued)	Share in class. Invite school nurse or health care professional to demonstrate basic home health care techniques such as the following. --Taking temperature --Treating minor cuts or burns --Giving medicine Set up stations in the classroom to practice these techniques Brainstorm ways to make a sickroom cheery. Plan a palatable liquid and soft diet for a day for a convalescent.
	Home safety	Do *Responding to Crisis and *First Aid Situations. Using resources, develop a safety checklist for the home. IEE--Apply checklist to your home. Note any changes made. Role play emergency calls, correctly and incorrectly done.
	Hospital etiquette	Role play visiting a person in a hospital. Show "how to's" and "how not to's."
	Fact or opinion claims	Collect news clippings and advertisements from current periodicals which suggest treatments and cures. Label fact or opinion. Develop a set of criteria for analyzing the factual or opinion claims.
SELF FAMILY SOCIETY	Reflection	Write a page outlining the responsibilitie of homemakers for the health of their families. (Homemakers are male and female.) Share with class. Discuss the consequences if a homemaker did not assume responsibility for family health.

SELF RESPONSIBILITY FOR HEALTH

DIRECTIONS: Check the column which most nearly reflects your actions in assuming responsibility for your health and care.

PRINCIPLES OF SELF RESPONSIBILITY	ALWAYS	FREQUENTLY	OCCASIONALLY	NEVER
1. I accept that my choice of life-style will direct affect my well-being.				
2. I adapt wellness principles to help me maintain a high level of wellness for myself.				
3. I desire wellness and happiness.				
4. I have a purpose in life that helps me have a high level of wellness.				
5. I have a good self-concept which helps me maintain wellness.				
6. I choose illness as an escape or way of getting attention.				
7. I take time to think and choose my own convictions.				
8. I make decisions that are not based on emotions, but considering my present state of wellness.				
AREAS OF WELLNESS 1. My diet is adequate nutritionally.				
2. I follow basic health rules, have check-ups, and get plenty of exercise.				
3. I take time to rest and relax and get adequate sleep.				
4. I actively work at shaping my environment for the highest level of well-being because I know it affects me.				

Source: Family and Community Services Curriculum. Wisconsin Dept. of Public Instruction.

RESPONDING TO CRISIS

Read each statement, then circle the letter(s) that most closely describes the way you think you would respond, and if you would choose more than one, rank them in the order you think you would do them.

---

1. The 3-year-old child you're babysitting for falls down the steps.

   a. Hold the child until he/she stops crying
   b. Call the doctor.
   c. Call the parents.
   d. Examine the child for bruises, cuts, etc.
   e. Scream and run to the neighbor's for help.

2. You are preparing dinner for your grandmother and a greasy pan starts a fire.

   a. Take your grandmother out of the house.
   b. Call the fire department.
   c. Run next door and call the fire department.
   d. Try to stop the fire.
   e. Run to tell your grandmother, and ask her what to do.

3. While supervising the playground, a child falls off a piece of equipment and is unconscious.

   a. Call an ambulance.
   b. Send all the children home.
   c. Carry the child inside, away from the other children.
   d. Call the child's parents.
   e. Check the child's breathing.

4. You are going to tutor a 10-year-old child who has some emotional and social problems. When you arrive, the father is beating the child.

   a. Run away and never let anyone find out you know about it.
   b. Try to talk to the father so he'll stop.
   c. Run to a neighbor's and call the police.
   d. Wait until the father finishes, then tell him how you feel about what he did, and how it could affect the child.
   e. Call the ambulance in case the injuries are serious.

5. The elderly lady you do housework for says she is dying.

   a. Help her lie down.
   b. Call her minister, priest, or rabbi.
   c. Call an ambulance.
   d. Ask her what she wants you to do.
   e. Call a relative or neighbor to get help.

6. The 5-year-old child you're babysitting for gets into the cleaning closet and drinks some poisonous fluids.

   a. Call the child's parents.
   b. Call an ambulance.
   c. Read the label of the container.
   d. Call the poison center.
   e. Spank the child.

Source: Family and Community Services Curriculum. Wisconsin Dept. of Public Instruction.

FIRST AID SITUATIONS

1. Four of you are cooking in Mrs. Smith's foods class when a large pot of boiling water tips over and hits one of you in the arm. Mrs. Smith has stepped out of the classroom for a few minutes.

2. Your friends and you are out joyriding after a football game when a deer runs onto the road and hits your car head-on. Two of you do not seem to be hurt, but one girl is bleeding heavily from a cut on her left leg and is unconscious. Her skin begins to feel cold and clammy and her pulse is weak. The fourth girl complains of right leg pain, especially when she moves it.

3. You and your sister go to visit your 72-year-old grandmother. When you arrive you find her complaining that her "arthritis" in her ankle has flared up and hurts a great deal. The ankle looks swollen, red, and is very tender, but your grandmother insists on hobbling around the house on her foot.

4. You and three of your friends are biking in the country when one friend skids in the road and falls off of the bike. He complains of pain in his lower right arm. When you look, you see that a piece of bone has cut through the skin, and the wound is very dirty.

5. Your father was working in his basement when the power saw slipped and cut his leg. Only your two younger sisters are home; and when you arrive on the scene two minutes later, you find one sister trying to tie a tight cloth on your father's leg, while your other sister is crying. You see that your father has lost a lot of blood and has "fainted."

6. You are babysitting for the Andersons' two children, Susie, age four, and Michael, age six. They are playing store when the doorbell rings. It is your friend, Virginia. When you return, Susie is screaming and you find an open bottle of bleach.

   Meanwhile, Michael has seemed quite content by himself. He runs to you and says in delight, "I am going to be strong. I ate a whole pack of vitamins!" You look and find the box marked "Seconal" (sleeping pills).

Source: Family and Community Services Curriculum. Wisconsin Dept. of Public Instruction.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT The Family/The Family Pet

HOMEMAKING SKILLS

- Make wise pet selection
- Obtain license and vaccinations for pets
- Provide for needs of pets

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Identify pets class members presently have or have had. Share a few favorite "pet" stories. Clip newspaper articles about "exotic" pets.
	Suitable pets	Discuss what pets are best suited to what family type and identify the specific care each needs. List this in chart form.

Pet	Family Type	Care

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Availability of pets	Brainstorm sources of pets.
	Pet costs	In four groups, investigate: --Cost to purchase pets --Cost to license --Cost to feed --Cost of veterinarian care (Use list made earlier, of possible family pets, to do the above research.)

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Family values	Brainstorm how family values affect decisions about pets. --$300 for an exotic breed vs free --$500 for surgery for pet --Consider pet cemetery --Fancy coats and jeweled collars --$10 for dog food vs table scraps --Pet funeral --Multiple pets vs only one --Dog tied in backyard and allowed to bark --Exotic pets--danger to community --Dog running loose--destroying landscaping in city or killing farm animals in country --Pet having one litter after another
	Benefits derived from pets	Invite a psychologist to class to give the benefits a family, children and the elderly derive from having a pet. Summarize benefits. Consider consequences and alternatives.
	Humane Society	Invite someone from local humane society to give information about organization, including benefits to the animal, the family and the community if pets are neutered or spayed. Investigate results if owners are not responsible. Discuss pet abuse. Invite a panel of psychologists, humane society person and veterinarian. From their varied experiences, respond to questions developed by class. FHA/HERO--Adopt a pet campaign. Increase community awareness of rabies clinics. Endorse a neuter-spay campaign.
	Loss of pets	Research the humane way to end a pet's life and ways to dispose of pets. Observe the training of a Pilot Dog. Investigate costs. Consider benefits to blind versus confinement of dog. Consider alternatives. Interview person who owns a Pilot Dog.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflections	From the study of pets I have learned... (complete the statements) --Source of pets... --Responsibilities of pet owners... --Benefits to pet owner,.. --Community resources... --Needs of family the pet can meet...

PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Family Relationships?
CONCERN/CONCEPT	The Family/Changes in Family Life Cycle

HOMEMAKING SKILLS

- Identify stages of family life cycles
- Recognize developmental stages of family members and meet needs accordingly

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Chart the stages of the family life cycle on the bulletin board. Duvall's Family life Cycle[1] --Newly married couples (without children) --Childbearing families (birth to 30 months) --Families with preschool children (30 months to 6 years) --Families with school children (6-13 years) --Families with teenagers (13-20) --Families as launching centers (first child gone to last child leaving home) --Middle-aged parents (no children at home to retirement) --Aging family members (retirement to death of spouses)
	Stages of the family life cycle -Beginning -Childbearing -Preschoolers -School-age -Teenage -Launching -Empty next -Aging	Find other resources which depict family life stages. Compare and evaluate. Using resource materials, identify developmental tasks of each stage. Divide class into eight groups (each group representing one stage of the life cycle). On newsprint paper list what is happening during each stage (employment, type housing, needs, family members). Add picture(s) depicting each part of the life cycle on the bulletin board. Each group do one section with different color background.

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[1] Duvall, E. M. Family Development, 4th ed., Philadelphia: J. B. Lippincott Co., 1971.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Stages of the family life cycle (continued)	Invite four couples to class. --Newly married - beginning --Couple with young children - developing --Couple with older children - maturing --Older couple - retiring Ask questions similar to the following. --What are the major areas of adjustment in each stage? --How and by whom are basic needs met? --If these adjustments are not made, what are the results? How would this affect their family and community? --Do all couples agree to the answers of the above questions? Why or why not? Invite a divorced person(s) to class to explain how they overlapped stages or returned to earlier stages. Discuss the adjustments which had to be made and the resources needed. How did this affect the person, other family members and the community? How are these stages altered by choice of different lifestyles? (Childless, single person, adult child living with parents.)
	Reflection	Identify the stage of the life cycle in which each of the following families find themselves. List two immediate needs. Identify alternatives, consequences. How do these vary with differences in values and situations such as finance, locality, availability of support network? --Mr. and Mrs. Walters - two children ages 8 and 10. --Mr. and Mrs. Ernest - establishing a home and preparing for children. --Mr. and Mrs. White - adjusting to retirement and possibly coping with death of marriage partner. --Mr. and Mrs. Reed - three children, twins aged 2 and another child aged 4. --Mr. and Mrs. Wells - one child married, one in college, and one a high school senior. --Mr. and Mrs. Baker - one child age 2 and second child expected. --Mr. and Mrs. Cummings - two children ages 13 and 16. --Mr. and Mrs. Davis - two children both living on their own. --Miss Brown - 30 years old working in day care center. --Mr. Green and Mr. Red share apartment and are retired. --Three teenagers sharing a living arrangement.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT Family/Interpersonal/Communicative Competence

HOMEMAKING SKILLS

- Develop communication skills--
- verbal, nonverbal, listening
  Strengthen interpersonal relationships

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Imagine you are in a foreign country and do not speak the language. You are hungry and want to find a place to eat. How do you communicate this to someone who does not speak or understand English?
	Communication skills -Verbal -Nonverbal	Use resources to define verbal and nonverbal communication, including its components (source, message, methods used, receiver). Choose a partner and a topic for communication. Try to share information under the following circumstances: --Standing across the room from each other. --One partner standing on a chair and the other on the floor. --Both partners standing on the floor facing the same direction with one in front of the other. --Sitting and facing each other with one not using any facial expressions. --Sitting and facing each other with one not looking the other in the eye. --With one partner continually interrupting the other. --With one partner reacting negatively to everything the other says. Afterward, as a class, discuss the feelings that resulted in each communication situation. Use what you learned to develop a list of basic rules for effective communication (talk at a close distance, talk at eye level, face each other, use facial expressions, make eye contact, wait your turn to speak, be positive).

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Communication skills (continued)	In small groups, make up a collection of messages one person might want to convey to another. For each, decide how this message might be changed to communicate it to: an infant, a young child, a teenager, an adult, an older person. List impressions, gestures and actions familiar to you. Do they mean the same thing to everyone in class? Using pictures from magazines, make a collage depicting nonverbal communication through gestures, clothing, facial expressions, touch.
PROBLEM	Constructive and destructive	Using resources, define constructive and destructive communication. In small groups, discuss communication problems and possible consequences. A young child runs into the house excitedly with a piece of work from school to show his mother. She is in the middle of changing light bulbs in the dining room ceiling and says, "I cannot look at it now, dear." Parents are discussing a current political issue. Teenager chimes in, "We were discussing that at school today. I think..." Father cuts him off. "You just keep out of this. You don't know anything about it." Do *Student Activity Sheet #1.
	Listening skills	Use resources to discover how good listening skills are developed. Form a circle. Choose someone to make up a message containing one vital piece of information. Whisper this to the next person who whispers it to the next and so on until the message gets back to the original sender. Was it the same message at the end? Do this again, with a message containing two pieces of information. Continue on until you find the number of pieces of information that cannot be easily relayed from one person to another.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Listening skills (continued)	In small groups, choose a situation involving communication to role play. --A friend starts avoiding you. --A parent seems unusually grouchy. Role play each situation in two ways. --Have the person who is listening make assumptions about the messages both verbal and nonverbal. --Have the listener check the meaning of the message. Discuss what happens in each case.
	Sending and receiving messages	Use resources to define sender and receiver--what should each be experiencing in communication? Dramatize the following pieces of conversation. For each indicate what message(s) the sender could be trying to get across to the receiver. Does everyone in the class get the same message? Where there is much disagreement, rephrase the conversation to make the message clearer. Theresa to girlfriend: "Dino didn't ask me to go to the dance, but I don't care. I really didn't want to go anyway." Mother to Pat: "Have a good time at the party, dear. Be a good girl and get home early." Teacher to Deborah: "You're never going to pass in mathematics if you don't work harder. You had better come in after school some night for extra work." Mother to little Sally: "Put your toys away and then come and put on your new party dress. Grandma is coming over and we want her to see what a nice little girl you can be." Father to Mike: "You'd better let me fix that tire on your bike. I've had more experience with it than you, and it would be a shame to ruin the tire and have to buy another."

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Communication patterns	In small groups, using dictionary and other resources, define each of the following patterns of communication. Write and present a skit to illustrate that pattern.
		--Placater Always agrees. Never tells other person anything unpleasant
		--Blamer Puts everyone down by assigning the fault and trying to control others
		--Leveler Sensible, correct, will not be emotional
		--Distractor Ignores questions and changes the subject
		--Computer Says what is felt or thought and lets others know about self
	Communication inhibitors	Use resources to discover how communication is inhibited by such things as prejudice, put-downs, blaming, making excuses, use of power, a poor self-concept.
		Make notes of the communication inhibitors you hear used in television programs you watch for a few days. Place all the inhibitors in categories, if possible. Write how these examples inhibit communication.
		In small groups, discuss how communication inhibitors are used by you, your friends and your family. Do you use some more than others? How can you avoid using them? How do these inhibitors affect the persons involved? Report group findings to whole class and discuss the results if inhibitor is used and if inhibitor is omitted.
	Family communication	Invite a school psychologist to a chapter meeting to discuss teen/family communication. "How to live with your parents and survive."
PROBLEM		In groups of 3-4, choose a problem for family discussion and hold a family council. Discuss advantages and disadvantages of such a council.
	Reflection	Individually, complete these sentences. --I learned communication can be constructive when... --I learned communication can be destructive when... --Communication is inhibited by...

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Reflection (continued)	Rewrite the following situation so it shows good verbal communication skills between Jan, Jack and Mother. --Jan and Jack are twins arguing over which program to watch on television. After some discussion, Jack hits Jan on the arm. Jan starts crying and in retaliation, begins chasing Jack through the house. When their Mother arrives and asks what the problem is, Jan says, "He started it!" Do *Student Activity Sheet #2. IEE--Identify a personal communication problem and use practical reasoning to decide what's best to do to solve it.

HD 3.17e

STUDENT ACTIVITY SHEET #1

Directions: Select one of the following situations and write two case studies about it. In the first case study, develop a constructive argument to resolve the problem; in the second, a destructive argument.

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1. The mother and the children want to go out to eat tonight, but the father doesn't. The parents argue.

2. The 16-year-old son wants to buy a new tennis racket, but his mother doesn't think he needs one.

3. The husband wants to go fishing in Florida for their summer vacation, the wife wants to go to Las Vegas.

Constructive:

Destructive:

Share in class.

Source: Family Living and Parenthood Education Guide, Tennessee Department of Education.

STUDENT ACTIVITY SHEET #2

HD 3.17e

Directions: The following situations reveal a lack of communication or misunderstandings between the people involved.

A. Choose three of the following situations and list two possible ways to improve the family communication.

B. For the other two, rewrite them to PREVENT the misunderstanding from happening in the first place and from affecting the family relationship.

---

1. Bill and Beth fight over the use of the bathroom because they both have to get to school at the same time. How can you help them?

2. Joan and Tom and their parents often disagree about the use of the phone. The disagreements stem all the way from who uses it first, how long each person talks, how often each person talks, as well as how long each person waits in line to use it. What suggestions do you have to help them control these disagreements?

3. I think that my mom is reading my diary, but I'm not sure. She is the only one home during school besides my 5-year-old sister. I keep my diary locked, but my key is moved when I come to write in it again. There are some things in my diary that I definitely do not want anyone to read. What should I do?

4. I am 14 years old. My parents don't seem to understand me. They are always worried that I am going to get into trouble. I hate to even talk to them anymore. I used to be quite close to them. I want to get along with them and I want it the way it was before. Please help.

5. My friends and I have been planning to go to a party for a long time. I had it all set up with my parents. Then the day of the party, my parents decided they wanted to go out that night. They said I have to stay home and babysit. I wouldn't mind so much if this was the first time, but they are constantly "changing their minds." They say that getting a babysitter is unreasonable. What suggestions do you have?

Source: Family Living and Parenthood Education Guide, Tennessee Department of Education.

PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Family Relationships?
CONCERN/CONCEPT	The Family/Family Conflict

HOMEMAKING SKILLS

- Identify family conflicts
- Develop techniques for solving conflicts

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM		Bring a cartoon illustrating family conflict. Identify the conflict.
		Clip and analyze newspaper stories about conflict. --Was the conflict between persons or countries? --How was the disagreement expressed? --How was the conflict resolved? --What other alternatives might have been considered?
	Conflict destructive and constructive	Using resources, define conflict - destructive and constructive.
		Research and discuss questions similar to the following. --Is conflict in a family damaging to the relationship and/or the children? --Can a solution to a problem be found if the conflicting feelings are not identified? --Do conflicts multiply if no attempt is made to solve them? --Do people grow as they are able to resolve conflicts?
		Clip pictures from newspapers and magazines depicting people in possible conflict settings. Prepare two captions for each picture. One caption should attack the person pictured (destructive). The other caption attack the problem (constructive).
		Do *Constructive vs. Destructive Quarreling. Discuss.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Techniques for handling conflict	Use resources to identify the various ways to handle conflict. Develop a definition of each technique.
	- Physical violence and abuse - Withdrawal - Compromise - Silence - Quarreling - Repressing	Identify the method(s) used to handle conflicts in the following situations. Charlie Brown, "How come we only watch the programs you want to watch?" Lucy, "Because I can hit harder than you!" Charlie Brown, "This is a good program!" Mr. Stark is 82 years old and a bed patient. He is unable to do anything for himself and lives with his daughter and son-in-law. Since he cannot get to the bathroom, he often has accidents in his bed. Arguments arise over why he does this; the trouble it causes people; and the time it takes to clean him up. To teach him a lesson, they leave him in his dirty bed. Mr. and Mrs. Williams disagree on who should do household chores. Mr. Williams feels that is women's work and even though Mrs. Williams has a full-time job away from home, he feels she should do it. Mrs. Williams decides to keep quiet and do the chores herself and avoid communication with Mr. Williams. Mr. Holland is really upset with his son Frank--his room is a constant mess which upsets his father, he is late coming home at night and his grades in school are dropping. Instead of discussing a solution to these problems with Frank, Mr. Holland ignores Frank. Sherry and her mom have been arguing about clothes. Her mom wants her to wear the dresses she has bought for Sherry and Sherry wants to only wear jeans and tops like all the other girls. Her mom says she has spent a lot of money on these clothes and insists she looks nice in them. Sherry offers to wear some of them if her mom will make tops out of the dresses and her mom offers to not buy any more clothes unless Sherry is with her and approves. If the conflict continues in each of the above situations, how will it affect the person, the family, the community?

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Techniques for handling conflict (continued)	Do *Conflict Situations. Use practical reasoning to resolve situation. Discuss the effects for all people involved if each of the actions were taken. Share your discussion with the class. Explore how family conflicts are handled by community agencies and personnel such as: police, social services, ministers and family counselors. Identify family communication patterns which may prevent family conflict. See *Family Communication Patterns.
	Reflection	Individually complete the following statements. --I have learned conflict is... --I have learned things which cause conflict are.. --I have learned ways to handle conflict are... --I have learned if conflict is not handled well, the results will be...

HD 3.18

CONSTRUCTIVE vs. DESTRUCTIVE QUARRELING

Constructive quarreling focuses on the issue or problem. Destructive quarrels usually involve attacks on the people who are fighting. Read the following. Place an "X" under constructive if you feel the comment would be part of a constructive quarrel. If the comment is destructive, place an "X" in that column.

CONSTRUCTIVE	DESTRUCTIVE	
________	________	1. "I get terribly upset when I fix a meal and you can't get home from your friend's house on time to eat it."
________	________	2. "You really think you're something, don't you? The big basketball star who's going to tell me what to do. Well, I've got news for you--I wouldn't let anybody as stupid as you boss me around!"
________	________	3. "You are the worst Mom I ever heard of. None of my friends would want to say they were your child and I don't want to either."
________	________	4. "I know we've argued over this before, but I get anxious and worried when you don't come home on time. My feelings count around here too, you know."
________	________	5. "When the baby won't stop crying, I about go crazy. I need some help in taking care of him."
________	________	6. "You are a real slob--your room looks like a pig pen. Do you really enjoy wallowing in this mess?"
________	________	7. "We've got to get this straight. It's absolutely unfair that we both work eight hours a day but I come home and fix supper while you watch TV."
________	________	8. "Sally, how could you have told Martha what I told you? That was a secret and I expect my friends to be trustworthy."

Adapted from: Person to Person. Student Guide Sasse, 1978.

HD 3.18

CONFLICT SITUATIONS

A number of conflict situations are briefly described below. Several possible actions you might take are listed. Place a "1" in front of the action you would be most apt to take. Place a "2" in front of your second choice. Continue numbering until all the given actions are ranked.

1. Your dating partner wants to go to a movie but you want to play miniature golf. Do you...
    ____ insist on your own way?
    ____ give in and pout?
    ____ give in and enjoy yourself?
    ____ go nowhere?

2. Your mother tells you the room you share with a sibling needs cleaning. You don't want to clean it. Do you...
    ____ tell your sibling to clean it?
    ____ wait for your mother to get disgusted and do it herself?
    ____ arrange to do it with your sibling?
    ____ clean it yourself, but do a poor job?
    ____ clean it well yourself?

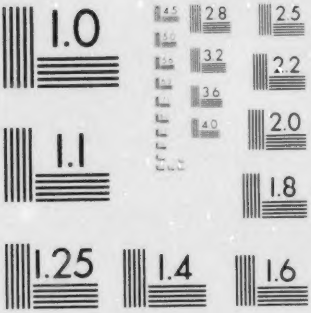
3. You discover that your best friend has told a secret of yours and now half the people in school know it. Do you...
    ____ refuse to speak to or associate with your friend?
    ____ tell a secret of your friend's all over school?
    ____ try to find out why your friend betrayed your secret?
    ____ blow up and tell off your friend?
    ____ tell others what a terrible person your friend is?

4. Your parents refuse to let you date someone whom you are interested in dating. Do you...
    ____ disobey your parents and date the person anyway?
    ____ date the person secretly?
    ____ try to change your parents' minds?
    ____ obey your parents but act sullen and angry at home?
    ____ cheerfully obey your parents?

5. Your dating partner wants you to try smoking marijuana. You are not interested in taking any kind of drugs. Do you...
    ____ refuse to smoke, but encourage your partner to go ahead?
    ____ refuse to go out with your partner if he or she intends to smoke?
    ____ give in and smoke with your partner?
    ____ stop dating your partner and find a new dating partner who isn't interested in drug use?

6. A teacher calls you in and accuses you of cheating on a test, even though he didn't catch you. You did copy two answers from a friend's test. Do you...
    ____ threaten to report the teacher to the principal for making accusations without proof?
    ____ deny all charges?
    ____ admit your guilt?
    ____ tell the teacher that your friend copied from you?
    ____ get your friend to tell the teacher you didn't copy?

PG


1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

HD 3.18

FAMILY COMMUNICATION PATTERNS

--Parents show a strong, loving relationship. Neither dominates the other.

--The family has control over television.

--The family listens and responds.

--The family recognizes unspoken messages.

--The family encourages individual feelings and independent thinking.

--The family recognizes turn-off words and put-down phrases.

--The family interrupts, but equally. Everyone speaks openly about feelings.

--The family develops a pattern of reconciliation.

--The family fosters table time and conversation.

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PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT The Family/Crisis

HOMEMAKING SKILLS

- Deal with internal and external family crisis
- Utilize community programs that support the family

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY PROBLEM	Crisis situations for which families might seek help	Create pictures of family walking in rain with pets with a whirlwind following them. In the whirlwind list family crises. Post pictures around the room. Include all the crises listed on the *Life Crises Worksheet. Role play various crisis situations such as: --Internal family crisis (divorce, moving, children on drugs, handicapped child, vacation, alcoholism, care of elderly, arrest of family member, crime victim, illness, death). --External family crisis (economic factors--foreclosing on home or loss of job, media and neighborhood pressure--keeping up with the Joneses, natural disasters). Discuss and consider the following questions for each role play. --What happened? --What did you see? --What was your reaction? --Who took over leadership? --Who became hysterical and/or calm? Do *Feelings. Share in class discussion. Analyze music that illustrates crisis situations ("Havin' My Baby" by Paul Anka and "My Father" by Judy Collins).

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Crisis situations for which families might seek help (continued)	Use *Life Crises Worksheet to determine priority of crisis. Individually list personal crises. Ask parents to identify the crises they remember from your school days. Compare the two lists to identify similarities and differences between generations.
	Resources which could be utilized to cope with crisis	List resources available to help cope with crisis. Invite one or two resource persons to talk about available services. --Lawyers (specializing in divorce) --March of Dimes (birth defects/handicaps) --ALANON (dealing with alcoholism in family) --Red Cross (disasters in your area) --Police (family violence/child abuse) --Moving company representative (tips on relocating) --Senior citizen organization representative (problems with aged) --Parents Anonymous (child abuse) --Banks (foreclosure on loans/economic barometer for your area) --Public relations officer of leading industry in your area (economic viewpoint) --Ministers (dealing with common family crises) --Better Business Bureau (outlet for deceptions/frauds upon family) --Mental health agencies --Hospice representative --Cancer Clinic representative --Individual support group Compile list of terms/definitions integral to marriage breakup. (Desertion, divorce, annulment, alimony, non-contested divorce, spouse, incompatability, non-support.) Research and discuss in class. --Divorce in America --Families on the move --Crime in your community --Agencies available for emergency help --Family illness and death

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Divorce	Take a field trip to a domestic relations court on a day when the cases heard will relate to divorce. Arrange to have a judge or attorney explain the procedures and problems associated with separation and divorce from a legal standpoint. Locate and read magazine articles and case studies about divorce. Analyze each and develop a chart listing final reasons for the divorce, factors which contributed along the way and problems faced by the persons involved. Share charts in a class discussion, noting similarities and differences among cases. As a follow-up, invite a marriage counselor to share further information about the nature of divorce. Compare with previous learnings. Read *Divorce Case. Discuss. Find resources and analyze the effect of divorce on family members and society
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES SELF FAMILY SOCIETY	Alternative ways to handle family crisis	Identify a common crisis such as alcoholism. Discuss alternative ways to handle the crisis. --Family may seek help - but do not know where help is available - realizing that many families have failures - having confidence in source of help - when they recognize there is a problem --Family may not seek help due to - embarrassment - not wanting to admit failure - not admitting problem exists - not recognizing that others have problems - not knowing where help is available Use *Activity Sheet to determine effects of family decisions in times of crisis.

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Reflection	Do *Solving the Moores' Problem and *Susan, May I Help? In small groups, write a skit, demonstrating a crisis and one of the following negative reactions. Ask other students to describe the reaction. --absenteeism --aggression --anxiety --hostility --indifference --withdrawal --threatened suicide For each skit develop a list of positive alternatives. Read *Twelve Conditions Affecting Recovery from Family Crisis. In small groups, choose two or three conditions and write an explanatory paragraph illustrating how that condition may affect recovery. Share with total class.

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LIFE CRISES WORKSHEET

Rank each of the following crises event according to your perception of the stressfulness of the event. In the space to the left, enter a "1" if the crisis requires great readjustment; enter "2" if a moderate adjustment is required, and "3" if only a minor adjustment is required.

- Accidents
- Bankruptcy
- Loss of job
- Family separation
- Death of close friend or relative
- Divorce
- Relocation
- Mental and/or emotional health problems
- Physical health problems
- Alcoholic spouse
- Alcoholic parent or child
- Suicide
- Animal attack on family member
- Poison taken by mistake (food, rat, etc.)
- Drug addiction of family member
- Gambling
- Crime by family member
- Crime committed against family or member
- Incest
- Spouse abuse (marital violence)
- "Empty Nest" - son or daughter leaving home
- Senility of family member
- Unwanted pregnancy
- Natural phenomenon: tornado, flood, fire
- Foreclosure on home
- Remarriage (children involved)
- Serious injury to family member

Adapted from: Family and Community Services Curriculum. Wisconsin Dept. of Public Instruction.

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"FEELINGS"

1. If my best friend lost his or her sight, I would feel ________________
____.
____

2. I would feel ______________________________ if I had to spend the rest of my life in a wheelchair.

3. If my mother or dad were told she or he had six months to live, I would feel ____
____.

4. If my pet died, I would feel ____
____.

5. My sister is being kept alive on a life support system (respirator) with serious brain damage. How would I feel about making the decision to shut off the respirator? ____
____
____.

6. If a baby was born mentally retarded with physical defects requiring immediate surgery to survive, would I approve? _______________________.

7. I would feel ______________________________ if my sister wanted to be cremated rather than buried in the ground.

8. My best friend tells me she is pregnant. I would ____________________
____
____.

9. A close friend of mine commits suicide. I would feel ________________
____
____.

10. My parents are divorcing. I would feel _____________________________
____
____.

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DIVORCE CASE

Case

Jennifer Lane, 13, turned up her radio and tried to concentrate on her history homework. Even so, she could hear the angry voices of her parents in the dining room below.

It happened this way every night. Right before dinner they'd start bickering. By the time dinner was half over, they'd be into a full-blown argument. Jennifer and her brother David, 6, could always see it coming. They'd bolt dinner and slip quietly away.

Jennifer heard the back door slam, then car tires screeching in the driveway. She knew her father wouldn't be home until long after she'd gone to bed. Next she heard the crash of pots and pans in the kitchen sink as her mother began cleaning up the dinner dishes.

Just then, there was a timid knock at Jennifer's door. David entered, looking worried.

"Jenny, what's a divorce?" asked David. I heard Mom tell Dad that she wanted to get one. Will that make them stop fighting?"

"I don't know," said Jennifer, trying to sound calm. "Tommy Smith's parents are divorced. He lives with his mother and sees his dad sometimes on weekends. We always know when Tommy's seen his dad, because he brags about all the neat stuff they did together.

"A divorce means that the parents decide to live in different houses."

"Gosh," said David. "I'd hate it if Dad didn't live here. Mom's always yelling at me, making me clean my room and stuff. Dad never tells me what to do.

"Maybe Mom could move out and Dad could stay here with us."

"David, that's a terrible thing to say!" cried Jennifer. "I love both Mom and Dad. I can't stand it when they fight, but I don't want anybody to move out. We're a family, and families should stay together."

Source: Teen Times, NOV/DEC 1983.

Digging Deeper—
Divorce Procedures In Your State

Laws governing marriage, divorce and child custody vary from state to state. Moreover, particular procedures might vary among towns and cities in a state.

That means the first step for FHA/HERO members wanting the specifics about these issues, relevant to their area, need to research the following information:

Local courthouse address:

____

____

Chief family court judge:

____

__________ Phone: __________

Family court clerk:

____

__________ Phone: __________

Local attorneys:
(specializing in family law)

__________ Phone: __________

__________ Phone: __________

__________ Phone: __________

Local family counseling services:

__________ Phone: __________

__________ Phone: __________

__________ Phone: __________

Books & resources:
(for teens wanting more information about family law or tips for coping with their own parents' divorces)

____

____

____

____

____

Note: Make sure you identify where these books/resources can be found—school or local library, etc.

Chapter Action Tip

Use your research on family law resources and counseling services to benefit your classmates and others in the community. Plan a special program or series of family law related seminars that include presentations by—

- a family court judge;
- an attorney specializing in divorce, custody and settlement cases;
- a social service counselor who helps families negotiate difference;
- a child psychologist or family therapist who can talk about the emotional impact of divorce on children, as well as parents.

As an added service, you might give program participants a photocopy of the information you've researched, plus hand out pamphlets and brochures social service agencies provide you, free, for distribution at your program. ■

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David looked thoughtfully at his sister. Usually she was right, but his time he wasn't so sure.

"Maybe Mom and Dad don't want us to be a family anymore," he said quietly. "Maybe they want to get new families."

Tears filled David's eyes as he considered this idea. "I wonder what will happen to us?" he whispered, then turned and walked back to his room.

DAVID OVERHEARD HIS MOTHER TALKING ABOUT GETTING A DIVORCE. WHAT HAPPENS IN A DIVORCE?

Divorce is a legal term meaning the formal ending of a marriage by a court order, called a **DIVORCE DECREE**. However, divorce is much more than a piece of paper. Divorce is the process of untying and sorting out all the threads of a life knit into a relationship that once was considered permanent.

When a husband and wife decide they no longer love each other, that they can no longer live together, they seek a divorce. Frequently a divorce is preceded by a separation in which one of the spouses leaves the home and lives elsewhere. During this separation, the spouses may try to work things out by seeking the help of a professional counselor.

STUDIES CONFIRM DIVORCE IS AN EXTREMELY DIFFICULT PROCESS FOR CHILDREN AS WELL AS FOR PARENTS. TOO OFTEN, CHILDREN ARE NOT TOLD WHAT IS HAPPENING IN A WAY THAT HELPS THEM DEAL EMOTIONALLY WITH THE END OF THEIR PARENTS' MARRIAGE.

At one time, a divorce was very difficult to get because the law in most states required the spouse seeking a divorce to prove the other spouse was "at fault" for the breakdown of the marriage. Moreover, the reason for the "fault" had to be some fairly drastic form of behavior, such as insanity or mental or physical cruelty.

Today, almost every state has "no-fault" divorce—a major change in the laws affecting families. Now, in most states, spouses can obtain a divorce by agreeing that their marriage has broken down beyond repair or that their differences cannot be resolved. Additionally, in most states a divorce will be granted automatically if the spouses have been separated for a specified period of time. (You can learn more about the requirements for divorce in your state by calling the clerk of your local courthouse or a local attorney.)

An important part of the separation and divorce process is negotiating a property settlement. Sometimes the spouses are able to reach an agreement, without any argument, about who gets the car, the house, etc. These agreements are noted in the final divorce decree by the court.

However, in some cases, the spouses cannot agree about the distribution of their property. Sometimes one spouse wants the other to pay him or her a certain amount of money for support—in legal terms, **ALIMONY**. When children are involved, the parents may not be able to agree on **CUSTODY**—the legal term indicating which parent the children will live with, the parent who will have the primary rights and responsibilities for the children's health, education and welfare.

Whenever any of these disagreements arise and the parties are unable to negotiate a solution, the case goes to the family court and the judge decides.

WHAT HAPPENS TO CHILDREN DURING A DIVORCE?

Studies confirm divorce is an extremely difficult process for children as well as for parents. Too often, children are not told what is happening in a way that helps them deal emotionally with the end of their parents' marriage. Sometimes, parents put additional pressure on their children by trying to force the children to take sides in their arguments.

Family experts recommend that parents talk to their children about divorce early in the process. Children need to be reassured, frequently, that they are not responsible for what is happening. They also need to be reassured of the continuing love of each parent.

In the vast number of divorces, custody is assumed by one parent with the other parent having the right to visit the children at agreed-upon times. If the parents can't agree on visiting times, the court decides this for them.

One-parent custody statistics reveal that an overwhelming number of mothers have legal custody of their children. At one time, the law in most states recognized mothers as the preferred parent in custody cases. However, laws prohibiting sex discrimination, the increased number of working women and society's changing ideas about parenting now combine to increase the chances of fathers being awarded custody of their children.

EXPERTS STRESS THAT IT IS VERY IMPORTANT FOR THE CHILDREN IN A DIVORCE TO CONTINUE TO KNOW BOTH PARENTS AS A WHOLE PEOPLE--PEOPLE WHO CAN BE PARENTS EQUALLY.

In addition, an increasing number of states are looking upon **JOINT CUSTODY** as a preferred arrangement. In a joint custody arrangement, the children spend an equal amount of time with each parent and decisions concerning the children are made jointly by the parents.

Whether sole custody or joint custody is better for the mental health of children is a subject of great debate among family experts. Some experts believe a child is better off with the parent with whom the child has the strongest relationship. Others believe that it is best for children to maintain maximum contact with both parents. All seem to agree that joint custody can work **ONLY** if both parents are really willing to cooperate fully.

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HOW DOES A COURT KNOW WHETHER A PARTICULAR CUSTODY ARRANGEMENT WILL BE GOOD FOR THE CHILDREN?

Among the most significant changes to take place in the laws affecting children over the past decade or so is the recognition that the "best interests of the child" set the standards for a custody decision. This standard places the child and his or her needs at center stage, rather than the demands of two conflicting parents.

Family court judges will be the first to acknowledge that there is no magic formula to determine what is in the "best interests of the child." However, the custody laws of each state set forth guidelines to help judges decide what kind of custody arrangement will be best for the child. Some of the factors which the state laws tell the judges to consider include—

- age and sex of the child;
- desires of the parents;
- desires of the child (which carries increasing weight as the child grows older, and in some states is preferred if the child is over 14);
- nature of the child's relationship with each parent;
- the presence of brothers and sisters, and their relationships with each other and their parents;
- relationships with other important people in the child's life;
- the manner in which the child behaves in the current home, school and community environment; and
- particularly factors in the mental and physical well-being of the child.

The court learns of these factors through a report from a social worker assigned to the case, who interviews the parents and children. If necessary, the court may also conduct a hearing so that the judge can talk to each party, including the children, about their needs and desires in a living arrangement.

Chapter Action Tip

Divorce is a sensitive, highly personal issue, but one an increasing number of American teens are being forced to face. Following are some facts and related questions you might explore in a chapter rap session or chapter-sponsored panel discussion. *(Be sure to include some adult professionals–family counselors, lawyers, judges, etc.–as well as some youths and adults who have been through a divorce.)*

F: The annual *median* income for a family headed by a married couple is $23,141, while for a female head of household with no spouse present (90 percent of post-divorce families) it is $9,320.

Q's: What kinds of lifestyle changes are likely to occur in a family given the fact that a divorce is likely to cut its income by more than half? How do you think these lifestyle changes affect family members emotionally?

F: One in every six children in the U.S. is a stepchild.

Q's: What are some of the emotional problems children may encounter when faced with their parents' remarriages? What are some of the benefits of having an enlarged family (additional sets of grandparents, aunts and uncles, etc., that are relatives of stepparents)?

F: An estimated 45 percent of all children born in any given year will live with only one of their parents at some time before they are 18.

Q's: How can children maintain a meaningful relationship with an absentee parent? How can children avoid "taking sides" with divorced parents?

Once all of these factors are considered, the judge will issue an order spelling out the nature of the custody arrangement (either sole custody by one parent or joint custody), visiting privileges if necessary, and any other factors requiring the court's attention.

One such factor may well be **CHILD SUPPORT**. Child support is the legal term referring to a parent's financial obligation to contribute to the costs of raising a child. Frequently, even though a parent may not have custody of a child, the court may order that parent to make support payments. In a few cases, child support has been held to apply even beyond the age of 18 while the child attends college.

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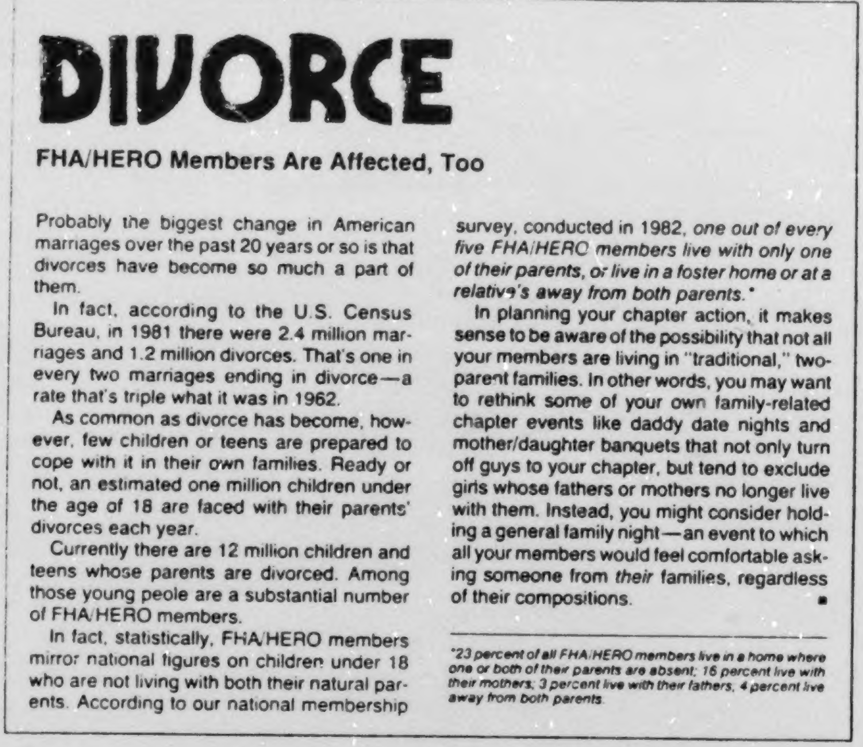

DIVORCE

FHA/HERO Members Are Affected, Too

Probably the biggest change in American marriages over the past 20 years or so is that divorces have become so much a part of them.

In fact, according to the U.S. Census Bureau, in 1981 there were 2.4 million marriages and 1.2 million divorces. That's one in every two marriages ending in divorce—a rate that's triple what it was in 1962.

As common as divorce has become, however, few children or teens are prepared to cope with it in their own families. Ready or not, an estimated one million children under the age of 18 are faced with their parents' divorces each year.

Currently there are 12 million children and teens whose parents are divorced. Among those young peole are a substantial number of FHA/HERO members.

In fact, statistically, FHA/HERO members mirror national figures on children under 18 who are not living with both their natural parents. According to our national membership survey, conducted in 1982, *one out of every five FHA/HERO members live with only one of their parents, or live in a foster home or at a relative's away from both parents.**

In planning your chapter action, it makes sense to be aware of the possibility that not all your members are living in "traditional," two-parent families. In other words, you may want to rethink some of your own family-related chapter events like daddy date nights and mother/daughter banquets that not only turn off guys to your chapter, but tend to exclude girls whose fathers or mothers no longer live with them. Instead, you might consider holding a general family night—an event to which all your members would feel comfortable asking someone from *their* families, regardless of their compositions. ▪

**23 percent of all FHA/HERO members live in a home where one or both of their parents are absent; 16 percent live with their mothers; 3 percent live with their fathers; 4 percent live away from both parents.*

SUPPOSE THE LANES DO GET A DIVORCE, AND MRS. LANE GETS CUSTODY OF BOTH CHILDREN. MR. LANE HAS VISITING PRIVILEGES EVERY WEEKEND AND MUST CONTRIBUTE $500 PER MONTH IN CHILD SUPPORT PAYMENTS. WHAT DO JENNIFER AND DAVID NEED TO KNOW ABOUT THEIR RIGHTS NOW?

As with any children in a similar situation, Jennifer and David have basic rights once the divorce and custody arrangements are made final. These include—

1. The right to adequate food, clothing, shelter, education, medical care and all appropriate aspects of child care and nurturing while in their mother's custody.

2. The right to have the money that their father contributes to their support actually go to their expenses and needs, not to be used by their mother for other purposes.

3. The right to develop a continuing relationship with their father through their weekend visiting opportunities, without interference from their mother.

4. The right, conversely, to live with their mother happily and securely, without interference from their father.

A custody award is never absolute, because the best interests of the child must remain open for review. If one parent fails to live up to his or her end of the bargain by failing to pay child support or failing to allow visits, the other parent can return to court to ask the judge to review the situation.

As obvious as it may sound, parents sometimes need to be reminded of their obligation to act responsibly toward their children in a custody arrangement. A very unhealthy situation can arise, as in the case of Jennifer's friend, Tommy Smith, who only sees his father as a great entertainer—someone who gives him everything he asks for with no restraint. This puts Tommy's mother, who has custody, in a bad position. Tommy might tend to view her as the "heavy"—the person who exerts authority, makes him do his homework and make his bed.

Experts stress that it is very important for the children in a divorce to continue to know both parents as whole people—people who can be parents equally.

Perhaps one of the saddest situations that can arise after a custody decision is a modern phenomenon known as "child-snatching." In this situation, the parent who does not receive custody is so upset that he or she finds a way to take his or her child to a new location in which the other parent will be unable to find them.

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In recognition of this problem, almost every state has made it a serious criminal offense for a parent to remove his or her child from the legal custody of the other parent. The federal government has also enacted tough laws to prevent such "parently kidnapping." However, because of the nature of the family relationships involved, such laws are very difficult to enforce.

HD 3.19

ACTIVITY SHEET

Decisions Affecting the Family

Directions: Making decisions about family problems requires consideration of the effects on the other family members. If more than one problem or crisis exists at the same time, the most serious problem must be dealt with first. In your opinion, rank the problem or crisis decisions below from the most serious (1) to the least serious (9) by writing the numbers in the middle column. In the third column, write two effects that this decision may have on the other family members. For example, in the first decision, one effect could have been that Jerry decided not to buy the car.

Problem Decisions	Rank	Two Effects on Other Family Members
Jerry Harvey's father refused to give Jerry the money for a new car.		
The Barker children asked their mother to attend the weekly meetings of the Alcoholics Anonymous group.		
Mr. and Mrs. Seward, Jr. put Mrs. Seward, Sr. in a nursing home.		
Mr. and Mrs. Downer refused to allow their 14-year-old daughter Kim to go on a date.		
Robin (17 years old) secretly married the boy she went steady with in high school.		
David Williams told his parents that his brother, Mike, is selling drugs.		
Mr. and Mrs. Johnson bought a new house that costs more than their budget will allow.		
Cindy's parents sought help for her when they found out she tried to commit suicide.		
Joan Tyler's father has accepted a job in another state.		

Source: Family Living and Parenthood Education Guide, Tennessee Department of Education.

Solving the Moores' Problem

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Directions: Losing a job is one of the major crises in a man's life. Mr. Moore had worked at the bank for twelve years and was an assistant vice-president. In an economy cutback, he was released. He owns two cars and is buying a nice home. His friends collected several hundred dollars to help the family out. He prefers selling the house rather than accepting the money collected. Help Mr. Moore solve his problems by answering the questions below.

1. What choices can Mr. Moore make? List four.

2. Why do you think Mr. Moore refuses to accept the money? Do you think he should accept it? Why or why not?

3. If you were in Mr. Moore's family, what would you do to help with this problem?

4. In what five ways could the Moore family help in this crisis as family members?

5. What governmental help can Mr. Moore receive?

6. What long-range effect will this crisis have on the Moore family?

Source: Family Living and Parenthood Education Guide, Tennessee Department of Education.

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Susan, May I Help?

Directions: In many families, divorce seems to be the best answer to many problems that cannot be resolved. However, after the divorce there are still many problems and adjustments to be made. Imagine you have a friend your age, named Susan, whose parents have recently divorced. In helping her to adjust to this situation, give answers to her following questions.

---

1. "I'm living with my mother and am supposed to spend weekends with my father but I don't want to. What can I do and not hurt his feelings?"

2. "My father gives me some extra money for clothes and such. He insists I give him a list of how it is spent. That's not fair. How can I get around it?"

3. "My mother is dating this guy that I do not like. I'm afraid she's getting serious about him. What can I do?"

4. "My father pays child support but we do not have as much money to spend as we used to have. Mother insists I pay for gas I use when I borrow her car. I can't afford it and have money for other things. What should I do?"

Source: Family Living and Parenthood Education Guide, Tennessee Department of Education.

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TWELVE CONDITIONS AFFECTING RECOVERY FROM FAMILY CRISIS

1. The adequacy of the family organization.
2. The flexibility of the family to change.
3. The length of time the family has had to anticipate the event.
4. The degree of consensus, happiness, stability and satisfaction present among family members.
5. The family's previous experience with other crisis events.
6. The extent to which the family uses democratic problem-solving methods.
7. The degree of participation by wives in roles outside the home.
8. The amount of social network support available to the family.
9. The family's ability to place responsibility for the crisis on external events or persons.
10. The changes necessary to cope with the crisis.
11. The amount of change, both positive and negative, experienced in the past year by family members.
12. How the family interprets the event--whether it is considered a loss, a threat or a challenge.

From: Murphy, Cassie. Crisis Theory and Resolution: Implications for Teachers. Tips and Topics in Home Economics, Vol. XIX, No. 4, Summer 1979.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT The Family/Commitment to Family Members Throughout the Life Cycle

HOMEMAKING SKILLS

- Meet needs of family members throughout the family life cycle

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Identify what stage of the family life cycle each quotation represents. Analyze the different levels of commitment reflected. --"Why don't you bring my grandchildren over to see me more often?" --"My wife is so busy preparing for this new baby, that she has forgotten about me." --"Son, now that you are 18, you are on your own--no more handouts from us." --"Since we both work the same hours, we share all of the responsibilities of maintaining our new home." --"Now that the kids are gone, we have more time and money to devote to our hobbies and each other!" --"But Mom, I can't run Thad to ball practice. I told Bill I'd be ready to leave for our date at 7:00 p.m." --"It seems that all I get done is wash diapers and wipe runny noses." --"We need seven dollars each to pay for our crayons and workbooks for this school year."
PROBLEM	Changing commitments to family members	The following charts identify families' members. Write a short vignette describing each family as they advance through the stages of the family life cycle. Divide class into three groups. One group identify Financial commitments, one group Emotional commitments, and one group Physical Needs (energy) commitments.

PROCESS SKILLS	CONCEPTS	STRATEGIES	To Whom Is She Committed?	Extent of Commitment
	Changing commitments to family members (continued)	BEGINNING Linda, 22, architect Hal, 24, salesman Linda's widowed mother, 50, teacher		
		CHILDBEARING Linda, 30, pregnant again Hal, 32 Timmy, age 2 Mother, 58, still teaching		
		PRESCHOOL CHILDREN Linda, 33, at home Hal, 35 Timmy, 5 Jenny, 3 Mother, 60, retiring this year to travel		
		SCHOOL CHILDREN Linda, 39, returned to work Hal, 41 Timmy, 11 Jenny, 9 Mother, 66, still traveling		
		TEENAGE CHILDREN Linda, 46 Hal, 48, marketing manager Tim, 18 Jenny, 16 Mother, 73, retirement community		

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Changing commitments to family members (continued)	(continued)

	To Whom Is She Committed?	Extent of Commitment
LAUNCHING FAMILY Linda, 50 Hal, 52 Tim, 22, graduating from college Jenny, 20, getting married Mother, 77		
EMPTY NEST Linda, 58, retiring soon Hal, 60, retiring soon Tim, 30, bachelor accountant Jenny, 28, two preschool children Mother, 85, invalid		
RETIREMENT AND OLD AGE Linda, 68 Hal, 70 Children, 40, 38 Grandchildren 10, 16		

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Resources available to assist families throughout life cycle	Assign a section of the life cycle to each of eight groups. Brainstorm community services and other groups or individuals that could provide assistance to families in each stage. Invite guest speakers from some of these organizations to review services available.
	Variations of commitment among families in same life cycle stage	Analyze the differences in commitment reflected by the following conversation of persons at different stages of the life cycle. --I love my children, but my spouse comes first. vs. My children are the most important thing in my life.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Variations of commitment among families in same life cycle stage (continued)	--My parents may need economic help, but I have too many bills of my own to worry about with the kids in college and paying for this new house. vs. My parents raised me, so it is my duty to help them when they need it. Develop similar conversations for each stage, showing alternative ways of thinking. What are the consequences of each alternative? Do *Welcome Home Grandmother.
	Reflection	Write a synopsis of your own family situation describing each family member and relating commitments shared. How have these commitments changed throughout your lifetime? How do you think they will change in the future? If you ever have a family of your own, in what ways will you want to have similar commitments to its members? In what respects will you differ the commitments? FHA/HERO--Sponsor grandparent day (or similar activity). IEE--Plan intergenerational activity for family.

WELCOME HOME GRANDMOTHER!

Directions: Sometimes grandparents live with their children or grandchildren. Imagine that you have an aged grandmother and she is coming to live with your family. Decide how and why you feel about this situation by answering the following questions in the spaces provided.

1. How do you feel about grandparents living at home with their children or grandchildren?

2. Where else could your grandmother live?

3. Why do some older people want to live in rest homes?

4. Why do some older people dislike rest homes?

5. Where do you want to live when you are older?

6. How do you think your grandmother would feel if you suddenly had to live at her house instead of her living in your home?

7. What adjustments do you think you would have to make with this grandmother in your home?

8. What do you think will be the number one problem with a grandmother in your home?

Source: Family Living and Parenthood Education Guide, Tennessee Department of Education.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT The Family/The Elderly

HOMEMAKING SKILLS

- Assess needs and concerns of the elderly.
- Meet needs of family members throughout life cycle.

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Survey and collect newspapers and magazines for stories, comic strips, and cartoons of the elderly. What impressions do they give? Categorize. Make a bulletin board collage.
		Write a short story attempting to describe your life at age seventy. What will your family situations be like--your health, housing, mobility, income, daily activities? Specify positive aspects and problems with which you expect to deal.
		Brainstorm words associated with the elderly. Check positive and negative adjectives. Analyze.
PROBLEM		Invite a panel of elderly persons to address the topic, "What are some concerns of senior citizens?" Identify problems with which they are concerned. Compare to survey statistics.
		View films or videotapes which depict elderly persons. Analyze needs and concerns.
	Impairments	To simulate old age, work in small groups to assume impairments common to some older persons. Suggestions for impairments and tasks which illustrate them include the following:

Impairment	Task
1. Sight	1. Read aloud paragraph from an unfamiliar source
2. Hearing	2. Report what you hear when sentences are read in a soft whisper

PROCESS SKILLS	CONCEPTS	STRATEGIES

Impairments (continued)

Impairment	Task
3. Arthritis	3. Tie a shoe, peel an orange, button a shirt, sew on a button or play a card game wearing mittens.
4. Taste and Smell	4. Eat a bland cookie and drink a cup of colored water
5. Dental	5. Try to eat a carmel or a raw apple without chewing
6. Invalid	6. Get to a ringing telephone by the third ring with shoes tied together

Compare difficulties and discuss feelings as a class.

PROBLEM

Problems

Working alone, rank the following problems related to retirement adjustment from the greatest to least problematic:

--Boredom
--Living arrangements
--Feelings of worthlessness
--Health
--Finances and standard of living
--Marital relationships
--Loneliness
--Loss of work relationships
--Death; bereavement
--Legal affairs

In small groups, compare rankings and reach a consensus. Then, as a class, reach a consensus on rankings. Compare class results with those in a recent survey:

1. Health
2. Finances
3. Standard of living
4. Marital relationships
5. Loneliness
6. Living arrangements
7. Boredom
8. Feelings of worthlessness
9. Loss of work relationships
10. Leg[illegible]ffairs

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Using resources develop a list of physical, emotional and mental changes that occur with aging. Separate fact from fiction.
	Societal values which affect elderly persons	Using current magazines develop a chart depicting the age of persons shown in advertisements. Keep a log of television commercials noting the ages and concerns of the persons appearing. See *Media Watch - Older Persons. In what age group does the American society place the greatest emphasis? Draw conclusions from your results.
		Using available resources, determine the average income of persons over 65 in the U.S. Further investigate the financial situation of older people in the country by determining what percentage receive Social Security, welfare payments, food stamps, or live below the poverty level. Share findings. Follow by devising strategies individuals can take to ensure financial security during the later years of life
	Resources available for aging population	FHA - HERO -- Invite administrators of retirement village, nursing home, meals-on-wheels, health department to discuss their services and facilities.
		Survey resources available to older persons in your community. Describe those services --Senior centers --Nutrition programs (group meals, meals-on-wheels, dietitian services) --Transportation (senior buses, reduced fares) --Church programs --Telephone programs --Outreach programs --Shopping services (health) --In-home services (home health aides, repairs-on-wheels) --Education --Visiting (young people volunteers) --Public service (older people provide services, share business experience, volunteer in schools and community)
		Survey housing alternatives in your community for the aging.

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES **PR**		Break into small groups and discuss what options the following persons have and what the consequences of these options may be. Prepare a list of special needs (environment, health, financial, social). --Mr. and Mrs. Walters are an elderly couple who live in their own home. Mr. Walters' health has declined to the point where he needs constant medical supervision. Mrs. Walters is in good health but is unable to care for her husband's needs. How can physical and social needs best be met? --Mr. and Mrs. Bates have recently retired from their careers at age 60. They have an older home with a large yard and garden, all of which requires a lot of care. They were looking forward to caring for them during retirement in addition to traveling and visiting family members. One day while mowing, Mr. Bates suffered a massive stroke which has left him bedridden. --Mr. Jones, 78, is a recent widower who never had to care for any household responsibilities or meal preparations until his wife's death. He is in good physical health and operates a bike repair shop in his garage. --Miss Bloom is an elderly woman whose apartment is being converted into a condominium. She cannot afford to purchase the condominium. She has been unable to locate to another suitable apartment. Using the practical reasoning process, develop a plan of action for the following situation: Mrs. Kerr is faced with the decision of moving in with her children, moving to a nursing home, or hiring live-in help at her own home. What options does she have in this community?
	Elderly Abuse	Read *Ohio Research Report and *Elderly Abuse. In small groups, read one of four *Case Studies. Use practical reasoning process to generate alternatives and consequences. Consider legal implications and resources available in your community. Share with class.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection	Write a page describing how your concept of the elderly was changed in your study.
		FHA-HERO--Plan an activity for senior citizens group. Visit a facility or invite group to school.
		Prepare a list of intellectual and creative outlets for elderly persons.
		Organize a cooperative activity for you and older persons to share.
		IEE--Adopt one or more elderly persons and carry out tasks which they find difficult to do. Record activities and observations. Identify needs by sharing experiences in class.
		IEE--Devote at least two hours a week to an elderly person (grandparent, person in nursing home). Make a note of your feelings, special developmental and adaptive tasks you noticed (different eating habits, walking with a cane, less energy), and the exchange of ideas which occurred. Share your experience in class.
		IEE--Prepare a family history with the help of an aging relative. Tape record visits where information is discussed.

Media Watch - Older Persons

HD 3.21

Check for the following types of portrayals. Identify show and characters.

- blank look
- ill-fitting clothes
- "old-fashioned" ideas
- stubborn
- forgetful
- slow or high pitched voice
- meddle in lives of others
- given age differences in romantic relationships, older women are not accorded the same respect as older men.
- treated as children
- have less to contribute
- overprotected

As you view shows, are there omissions?

- Does program avoid older people?
- Does program depict negative aspects?
- Are younger people playing the role of older people?

*Adapted from J.C. Penney Forum, January 1983.

HD 3.21

Based on the study's definition of abuse, a total of 9.6 percent (39 individuals) of all elders seen by the agency were determined to have experienced some form of abuse during the year.

The profile of the abused elder which emerged from the 39 cases is that of a severely impaired person (over 75 percent had at least one major physical or mental impairment), female (77%), widowed (58%), white (75%), and living with relatives (66%).

Physical abuse occurred most frequently, existing in nearly 75 percent of all cases. Within this category, the most common incident was lack of personal care (49%) although direct beatings occurred in 28 percent of the cases.

Psychological abuse characterized 51 percent of the cases, with verbal assault occurring frequently (33% of all cases). Material abuse (31%) and violation of rights (18%) were less common phenomena.

In a single case, there was likely to be more than one form of abuse occurring. Researchers found a range of one to eight forms per client with most experiencing two to five forms of abuse.

The most common reactions of the abused person were denial or resignation. In only four instances did the abused person seek protection. This supports intake data which indicated that the presenting problems for referral to the Center were health problems.

Of a total of 46 different abusers, over 90 percent (all but four) were relatives. Abusers were daughters twice as often as any other relative (31%), followed by sons, granddaughters, husbands and siblings (usually sisters).

In analyzing outcomes, researchers found institutionalization, occurring in 46 percent of the cases, to be most common. Assistance was provided in 28 percent of the cases, including nutrition, homemaker, recreation and guardianship services. In 26 percent of the cases, the problem continued due to denial both by abused and abuser and the refusal to accept intervention.

The major limitation of this study is its narrow focus. It concentrated on a group of elders already identified as chronically impaired and already involved as clients of one agency in a single metropolitan area. For these reasons, its findings cannot be generalized to a larger population, nor can estimates of incidence of elder abuse be extrapolated from its findings.

Ohio: "Abuse of the Elderly by Informal Care Providers" in Aging, September/October, 1979, by Elizabeth E. Lau and Jordan I. Kosberg.

HD 3.21

ELDERLY ABUSE

Abuse of the elderly is emerging as a significant factor in the increasing incidence of violence in the family. Although data are scarce and limited, it is believed that abuse of the elderly occurs on a scale almost parallel to child abuse. The abuse is usually chronic and not confined to a single incident. Like other forms of family violence--child abuse and spouse abuse--abuse of the elderly occurs on all economic and educational levels, and is not confined to any particular racial or ethnic group or geographic area.

Available studies profile the average abused elderly as 75 or older, living with their adult children or relatives, in poor health as the result of a major physical or mental impairment, and more often female. (In the over-75 age group, women outnumber men two to one.) There has been a dramatic increase in the number of persons reaching age 75 and over. This is the fastest-growing segment of the population in the United States. If abuse of the elderly is not recognized and attention focused on it, the problem is likely to worsen.

More studies must be conducted and more data gathered. More services must be provided, both to the abused and to the abuser. The problem must be addressed.

WHO ABUSES THE ELDERLY?

Attention has been focused on the victimization of the elderly in institutions, but only 5 percent of the elderly are living in institutions. The rest live alone, with a spouse, with their adult children or relatives, or others.

The vast majority of families do not abandon elderly parents or relatives, nor do they abuse, neglect, or exploit them. However, studies do point to the family as the single greatest source of abuse of the elderly, particularly the family in which the frail elderly person is dependent for care upon a child or relative who has had to assume the role of caretaker.

Daughters, sons, granddaughters, husbands, or other relatives may be the abusers. Physical abusers are more often male. The overwhelming majority of psychological abusers are female, 50 or older, who are faced with the responsibility of providing almost constant care of a medical and personal nature to an elderly parent or relative at the time in their lives when they are looking forward to freedom from responsibility for others.

In many families in which abuse occurs, there has been a pattern of bickering and personality conflict predating the abuse by many years, which comes to a head when family members are living in the same home. Or there may be a pattern of violence in the family. The child-caretaker may have suffered mistreatment at the hands of the parent earlier in life and retaliates by mistreating the now frail and dependent parent.

Source: Office of Public Information, Ohio Department of Public Welfare.

HD 3.21

WHY DOES ABUSE OF THE ELDERLY OCCUR?

Violence in the family has more than one cause. But stress--more accurately, the inability to cope with stress--is a major precipitating factor. Unemployment, job dissatisfaction, financial problems, medical problems, divorce, being forced to give up a job to take care of an elderly parent or relative--any one of these can cause extreme stress. And stress often leads to the overuse of alcohol or the misuse of drugs. Drinking is a factor in many cases of family violence, because it diminishes inhibitions against aggressive and violent behavior.

Many relative-caretakers of the elderly are at an age when they are beginning to plan for their own retirement. The burden of shouldering the care and costs of an elderly person may be the breaking point that puts these caretakers at high risks as potential abusers.

The relative-caretaker is often torn between love and hate, between a sense of duty and a desire to be free from responsibility. The caretaker feels guilty because she does not welcome the elderly person into her home with open arms. Unresolved conflicts become aggravated. The caretaker may complain that the elderly person does not respect the family's need for privacy, does not consider the family's opinions, and in fact refuses to recognize that the caretaker too is an adult.

As the elderly become more dependent on the caretaker--physically, emotionally, and economically--the potential for abuse increases. The continual physical, and perhaps mental, deterioration of the elderly which accompanies aging places ever-increasing burdens on the family. Many of the elderly cannot walk without the aid of another person or a walker, or may need a wheelchair. Many require almost constant care and supervision. Many cannot be left alone, and the family begins to resent the restrictions placed on its time.

Some age-related diseases, as well as some medications, may alter personality and make the elderly person very difficult to care for. And some of the elderly are very difficult to care for. They may be demanding and try to control the family; they may cry, scream, withdraw, refuse medication, throw objects, hit and slap, and refuse food.

HOW ARE THE ELDERLY BEING ABUSED?

Much has been written about the vulnerability of the elderly to criminal acts and exploitation by strangers. But the problem of abuse of the elderly by their own families has received little publicity. And it is more often family members than strangers at whose hands the elderly receive improper or little care, are neglected or kept in isolation, denied proper food or medical care, verbally abused, threatened with nursing home placement, physically restrained, hit, even beaten. It is more often family members who exploit the elderly by misuse or misappropriation of funds or property, who consciously or subconsciously wish for death of the elderly person to preserve an inheritance which could rapidly dwindle because of the cost of care and medical needs of the elderly parent or relative.

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DO THE ABUSED ELDERLY TELL ANYONE?

Not often. There is an unwillingness on the part of the abused elderly to tell anyone. Embarrassment, pride, and fear are some obstacles to their seeking help. Or they may resign themselves to the mistreatment and passively accept it, because they believe they will be sent to an institution if they complain. Sometimes they do seek help. They may try to tell someone, but may not be able to tell clearly what is happening to them.

DOES ANYONE ELSE USUALLY KNOW?

Usually other relatives, friends, or neighbors suspect what is happening or actually are aware of what is happening. But they may be reluctant to become involved. They may not know how to deal with the problem.

SOME ELDERLY ABUSE OR NEGLECT THEMSELVES

This is not uncommon, especially among the elderly who live alone. They may subsist on an improper diet; refuse or be unable to eat; refuse to seek medical care; refuse or be unable to follow the recommendations of doctors; use alcohol or drugs excessively. There may be a conscious or subconscious wish to hasten death.

Elderly persons may continue to live alone even though to do so places them at high risk. They may refuse or be unable to move to the home of a child or relative or to a nursing home. This refusal or inability presents a dilemma for family and friends. Yet it is difficult to define where the rights of the elderly person as an individual end and the responsibility of the family or the community to intercede begins. Although adult children are not legally responsible for the care of their parents, most feel they have a moral obligation.

REPORTING SUSPECTED ABUSE OF THE ELDERLY

Ohio law mandates 17 categories of professionals to report immediately to the county welfare department any suspicion of abuse of the elderly. Ohio Revised Code Section 5101.61(A) states: "Any attorney, physician, osteopath, podiatrist, chiropractor, dentist, psychologist, any employee of a hospital as defined in Section 3701.01 of the Revised Code, any employee of an ambulatory health facility as defined in Section 1739.01 of the Revised Code, any employee of a home health agency as defined in Section 1739.01 of the Revised Code, any employee of an adult foster care facility as defined in Section 5103.30 of the Revised Code, any peace officer, coroner, clergyman, any employee of a community mental health facility as defined in Section 1739.01 of the Revised Code, and any person engaged in social work or counseling having reasonable cause to believe that an adult is being abused, neglected, or exploited, or is in a condition which is the result of abuse, neglect, or exploitation shall immediately report such belief to the county department of welfare. This section does not apply to employees of any hospital or public hospital as defined in Section 5122.01 of the Revised Code.

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Although these professionals are mandated by Ohio law to report abuse of the elderly, anyone who has reason to believe that an elderly person is suffering from abuse, neglect, or exploitation should report his suspicions to the county welfare department. All reports are investigated, including anonymous reports.

Reports may be made by telephone, in person, or in writing, and should include as much information as is known, but at least the name, address, and approximate age of the elderly person; the reason abuse, neglect, or exploitation is suspected; and the nature and extent of suspected abuse, neglect, or exploitation. Anyone who reports suspected abuse of the elderly is immune from civil and criminal liability under Ohio law. In addition, an employer cannot retaliate in an way against an employee who files a report.

WHAT HAPPENS AFTER A REPORT IS MADE?

To address the problem of abuse of the elderly, Ohio has enacted adult protection laws giving county welfare departments responsibility to investigate reports of suspected abuse. It is the duty of the county welfare department to investigate all reports of suspected abuse, neglect, or exploitation of the elderly. The investigation must begin within 24 hours after the report is received if any emergency exists, and within three working days in other cases. When the investigation is completed, the county welfare department will determine from its findings whether or not the elderly person is in need of protective services.

PROTECTIVE SERVICES

Persons 60 years of age or older are in need of protective services if they are known or suspected to be suffering from abuse, neglect, or exploitation to an extent that their life is endangered or physical harm, mental anguish, or mental illness results or is likely to result.

To the extent that funds are available, protective services may include, but are not limited to:

Counseling/Casework Services
Medical Care
Mental Health Services
Home Health Care
Homemaker Services
Provision of Food, Clothing, or Shelter
Fiscal Management
Housing-Related Services
Guardianship Services
Placement Services
Legal Services

The interrelationship of medical, social, economic, and legal problems frequently requires a multidisciplinary team approach. The county welfare department may provide some services and arrange for others to be provided by various disciplines and agencies within the community. The protective service worker selects from the services available those having the best promise of alleviating or removing the stress factors in the home which put the elderly at risk. Institutionalization is not the only alternative available, nor is the preferred option in most cases. Treatment options are explored which will permit the elderly the greatest practical degree of self-sufficiency and self-determination while removing or reducing the threat to them of further harm.

Professional and concerned citizens together must be alert to protect the elderly who are at risk and to make help available to them and to their families.

HD 3.21

CASE STUDIES

Case #1: Consenting, Competent Client

James Dolan, a 70-year-old retired draftsman, lives with his daughter-in-law, Marie, and grandchild in a small, rundown house owned by his son, James, Jr. Mr. Dolan suffers from debilitating arthritis of both knee joints and walks slowly with a walker.

Mr. Dolan's arthritis has gradually worsened since his retirement five years ago. Three years ago, after several bad falls, he agreed to sell his own home and move in with his son and daughter-in-law. Mr. Dolan turned the proceeds from the sale over to his son. Since that time, Mr. Dolan has lived in a small (9' x 11') converted sewing room on the second floor of his son's house.

While Mr. Dolan can care for himself in general, he does so with great pain. He has difficulty completing precision tasks, such as cutting his food or shaving, because of some swelling in his fingers. He enjoys reading and in the past has often asked Marie to bring him books from the town's library.

Last year, James, Jr. left his wife and withdrew most of the money from their joint savings account. He continues to provide some support but moves around frequently and has given no clear indication about the future status of their marriage. James, Sr. remains in the house with his daughter-in-law and grandson.

During the past year, Marie has gradually withdrawn from all social contact. Last month she removed her 4-year-old son from the daycare center he attends. She has also stopped most care for her father-in-law, who remains isolated in his room, and who frequently goes without meals.

Last week, Mr. Dolan, frustrated and lonely, dressed himself as best he could and managed to get downstairs with great difficulty. Marie found him in the front yard and ordered him harshly back into the house. When he fell, Marie did not help him up.

A neighbor who witnessed the fall offered to help Mr. Dolan upstairs. Marie declined the offer, saying, "If he got down by himself, he can damn well get back up there, too," and asked the neighbor to leave her yard. Mr. Dolan, apparently in pain, looked at the neighbor and said, "Can you help me?" The neighbor, concerned and frightened, called the welfare department and asked what could be done to help "the old man." "He doesn't look so good," said the neighbor. "I think he hurt himself when he fell." The neighbor indicates that Mr. Dolan has asked for help before. The neighbor also said she was fairly certain the daughter-in-law will deny access to Mr. Dolan.*

Source: Elder Abuse and Neglect. Oregon Office of Elderly Affairs.

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Case #2 (From Court Records)

After a divorce, Laura Webly, a middle-aged woman, moves in with her parents. The parents accept her presence and life settles into a fairly normal pattern. Shortly after her arrival, the parents go away for a few weeks of hard-earned vacation. They call back once a week to make sure everything is fine. On their return they find that Laura has systematically looted the home, selling everything of value. Their safe deposit box is empty. Laura has fled with the car.

Case #3 (From Court Records)

Marie, an 84-year-old woman, came home from a hospital after hip surgery. A next door neighbor was made conservator for Marie. The conservator prohibited Marie's banker, lawyer, and friends from seeing her. There was evidence that mail and messages intended for Marie never reached her. The conservator also refused access to visiting nurses.

After receiving complaints from Marie's banker and lawyer, a superior court judge ordered a city police officer to accompany a mental health caseworker into the home. After seeing the court order, the conservator opened the home. Marie was interviewed extensively. Her main complaint was that her next door neighbor/conservator was attempting to "shut me away." She trusted the conservator but could not understand her mania for secrecy.

Case $4 (From Court Records)

Roger, a middle-aged man, took care of his 70-year-old mother. They lived in his home--an apartment in a very good area of town. Roger had been declared his mother's guardian and he used her pension to care for her needs.

Several years after the mother moved in, Roger lost his job. He fired the housekeeper/attendant and began to care for his mother alone. The mother appeared periodically at a medical facility to be treated for abrasions on her face and mouth. On a visit to the home, a visiting nurse discovered the woman had broken an arm. Roger said he slipped while helping his mother from the table, causing her to fall. He said he was happy to care for his mother who, he said, had shown him "great affection" as a child.

The visiting nurse had the mother hospitalized and called in a court-appointed social worker. After interviewing the mother and son for many hours, the worker created a trusting relationship with the mother. The client finally admitted abuse by her son and asked for help. She said that Roger, an intimidating person, believed he was doing a good job in caring for her but that he believed she needed frequent slapping as a form of "discipline."

The judge in the case called a court session and lifted the power of guardianship from Roger. The social worker called in various service providers and had the mother placed in a private nursing home.

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Roger, even after intensive therapy, remained isolated. It was discovered that his mother had abused him as a child. His abuse of her had become a form of revenge. In the words of a court investigator, "He had unresolved hatred of his mother based on childhood events."

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Could I Do Regarding Family Relationships

CONCERN/CONCEPT The Family/Death

HOMEMAKING SKILLS

- Develop coping skills to deal with family illness and death

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Draw a picture of how you view death. Display pictures without revealing names. Discuss. Respond to the questions--"How do persons formulate feelings about death? Where do they get their ideas?" (List on board.) Bulletin Board--Funeral Costs: Know what to expect --Coffin --Embalming --Services --Flowers --Grave --Transportation --Vault --Cremation Complete *Death Education Assessment. Save questionnaire.
	Terminally ill persons and their families	Invite a doctor to discuss most common terminal illnesses (or use resources to identify these). Read *Stages of Adjustment to Death and Dying. Discuss ways that terminally ill patients exhibit the following responses: --Denial and isolation ("Oh, no, Doctor, you've made a mistake. It can't be me!") --Anger --Bargaining --Depression --Acceptance In small groups, do additional reading on one of the above responses. Each group role play a patient in this stage and another person who is visiting the patient.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Resources available	Survey community for resources available to families of terminally ill persons. (Hospice, Mental Health Clinic, pastors, counselors, hospital services.) Invite guest speakers from these sources to speak on their services, cost, availability.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Patient's rights	Using library references, research the topic of "Euthanasia." Debate the topic in class. The following is the "Patient's Bill of Rights", approved by the American Hospital Association: 1. to considerate and respectful care. 2. to complete current information regarding diagnosis, treatment, and prognosis. 3. to information necessary to give informed consent before surgery or treatment of any kind. 4. to refuse treatment and to be informed of the medical consequences. Create a fictitious situation in which each of the above would be important for a patient to be aware. What would happen in each situation if the patient did not have this right? Prepare a question box "What questions do you have concerning death and dying?"
	Dealing with death	Brainstorm euphemisms used when talking about death. -- Sam is deceased. -- Sam is in heaven. -- Sam has passed away. -- Sam is with God. -- Sam kicked the bucket.
	Resources available	In small groups, using resources, prepare a list of death-related terms and definitions (grief, eulogy, autopsy, crypt, cremation, obituary).

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Resources available (continued)	Compile the entire class lists, duplicate and distribute as information sheets. Compare cultural attitudes, customs and practices of death to gain perspective about societal attitudes. Possible activities: --Student reports on different countries/religious death-related practices. --Films, exhibits, displays of death customs. --Panel presentation by a rabbi, priest, minister.
	Dealing with grief	Brainstorm and list reactions to the news of a death. --Shock/disbelief --Emotional release --Depression/loneliness --Physical distress --Panic --Hostility and resentment --Rationalization --Struggle to adjust Discuss a person's actual behavior in each of these stages. (Emotional release--crying, screaming.) "For whom do we grieve in death -- the deceased or the living?" "Is there danger in repressing or suppressing grief?"
PROBLEM	Helping others deal with death	Individually, write your responses to the following. Compare your responses with others in your group. --Your next door neighbor is a sweet, elderly lady. She lives alone -- her husband has been in a nursing home for two years. He died last night. You are on your way to visit her. --A classmate was killed in an automobile accident. You liked him very much. As you enter the funeral home, you meet his mother and father. --A good friend of yours married at a young age. His wife was pregnant. The baby was stillborn last week. You have come to their apartment to visit. All of the baby's things they had bought are in sight.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Helping others deal with death (continued)	--One of the most popular girls in school has been in the hospital for a week. It has just been announced that she has a terminal illness. You plan to visit her after school. She is alert and able to have visitors. --Your friend's father, aged forty, died of a heart attack. Your friend has two brothers and one sister, all younger than he. Her mother does not work, other than at home. Your mother sends you to their home with some food.
	Children and death	Prepare a suggestion box with reactions to the following situations for a childs questions concerning death. --A child has brought a dead bird to you and wants to know what is wrong with it. --A child's elderly grandmother has died. She questions her disappearance. --A child's parent is killed in an auto accident. How should he be told? After reading suggestions from the box, compile a list of suggestions for explaining death to a child.
	Practical and economic aspects of death	Invite guest speakers to address class or FHA/HERO chapters. —Funeral Director - (costs of coffin, embalming, services, flowers, graves, vault, cremation.) —Lawyers - (wills, business matters.) —Insurance brokers - (costs and benefits of life insurance.) What factors should you consider in planning funerals? FHA/HERO field trips to funeral homes, cemeteries, crematories. Discuss alternative methods of funeral arrangements.
	Reflection	Redo *Death Education Assessment. Write a paragraph describing changes from beginning of module.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection	Complete the following statements and share with class. --When I learned we were going to study death, I thought . . . . --If someone asked me, "Why study about death?" I would tell them . . . . --The part of the death unit I liked best was . . . . --The part I liked least was . . . . --I was surprised to learn . . . . --During class discussions, I noticed . . . . --I was bored when . . . . --What I learned that will be helpful . . . . --When I told my parents we were studying death, they . . . . --When I told my friends, they . . . . --I wish we could have spent more time on . . . . --I never did learn . . . .

Death Education Assessment

1. When you were a child, how was death talked about in your family?

   a. Openly
   b. With some sense of discomfort
   c. Only when necessary and then with an attempt to exclude the children
   d. As though it were a taboo subject
   e. Do not recall any discussion

2. Which of the following best describes your childhood conceptions of death?

   a. Heaven-and-hell concept
   b. After-life
   c. Death as sleep
   d. Cessation of all physical and mental activity
   e. Mysterious and unknowable
   f. Something other than the above
   g. No conception
   h. Cannot remember

3. How often do you think about your own death?

   a. Very frequently (at least once a day)
   b. Frequently
   c. Occasionally
   d. Rarely (no more than once a year)
   e. Very rarely or never

4. If you could choose, when would you die?

   a. In youth
   b. In the middle prime of life
   c. Just after the prime of life
   d. In old age

5. What aspect of your own death is the most distasteful to you?

   a. I could no longer have any experiences.
   b. I am afraid of what might happen to my body after death.
   c. I am uncertain as to what might happen to me if there is a life after death.
   d. I could no longer provide for my dependents.
   e. It would cause grief to my relatives and friends.
   f. All my plans and projects would come to an end.
   g. The process of dying might be painful.
   h. Other (specify)____.

Source: Maximizing Human Potential, California Department of Education.

Stages of Adjustment to Death and Dying

HD 3.22

These stages apply to adjustment to loss by death and to facing one's own death. Adapted from Elisabeth Kubler Ross's "On Death and Dying."

First stage: Denial and Isolation

Usually a temporary defense and lack of acceptance of reality. Isolation may occur for various reasons such as fear of revealing emotions or lack of ability to relate to others as one had related to the dead person. As with all stages, time varies from a few hours to weeks, days, and years.

Second stage: Anger

When denial and isolation have passed, the logical next question is "Why me?" This is a difficult stage for helpers. It may manifest itself in profanity and other disturbing behaviors. Everything will seem to cause anger. Tolerance by helpers is essential.

Third stage: Bargaining

This combines with anger. For example, someone who is angry about pain or about loneliness may bargain with the helper: "I'll stop shouting if someone gives me a pill" or "If my son comes to visit, I won't be so lonely." It is an attempt to postpone reality and sometimes covers a feeling of guilt.

Fourth stage: Depression

At this point, reality can no longer be denied or bargained away. People should be allowed to express this depression and should have companionship during silent times of grief. "Cheering up" is usually not helpful.

Fifth stage: Acceptance

When anger and depression are no longer necessary and the person has been able to express previous feelings, acceptance of impending death or loss occurs. This stage does not necessarily mean happiness, sometimes it includes hope.

HD 3.22

6. To what extent are you interested in having your image survive after your own death through your children, books, good works, and so forth?

   a. Very interested
   b. Moderately interested
   c. Somewhat interested
   d. Not very interested
   e. Totally uninterested

7. If you had a choice, what kind of death would you prefer?

   a. Tragic, violent death
   b. Sudden but not violent death
   c. Quiet, dignified death
   d. Death in the lines of duty
   e. Death after a great achievement
   f. Suicide
   g. Homicide victim
   h. Other ______________________________

8. If it were possible, would you want to know the exact date on which you are going to die?

   a. Yes
   b. No

9. If your physician knew that you had a terminal disease and a limited time to live, would you want him or her to tell you?

   a. Yes
   b. No
   c. It would depend on the circumstances.

10. If you were told that you had a terminal disease and a limited time to live, how would you want to spend your time until you died?

   a. I would make a marked changed in my life-style (travel, sex, drugs, other experiences.)
   b. I would become more withdrawn (reading, contemplating, praying.)
   c. I would shift from my own needs to a concern for others (family, friends.)
   d. I would attempt to complete projects; tie up loose ends.
   e. I would make little or no change in my life-style.
   f. I would try to do one very important thing.
   g. I might consider committing suicide.
   h. I would do none of these.

11. How would you feel about having an autopsy done on your body?

   a. Approve
   b. Don't care one way or the other
   c. Disapprove
   d. Strongly disapprove

12. What efforts do you believe ought to be made to keep a seriously ill person alive?

   a. All possible effort: transplantations, kidney dialysis, and so forth.
   b. Efforts that are reasonable for that person's age, physical condition, mental condition, and pain.
   c. After reasonable care has been given, a person ought to be permitted to die a natural death.
   d. A senile person should not be kept alive by elaborate artificial means.

HD 3.22

13. If or when you are married, would you prefer to outlive your spouse?

    a. Yes
    b. No
    c. Undecided

14. What is your primary reason for the answer you gave in item 13?

    a. To spare my spouse loneliness
    b. To avoid loneliness for myself
    c. To spare my spouse grief
    d. To avoid grief for myself
    e. Because the surviving spouse could cope better with grief or loneliness
    f. To live as long as possible
    g. None of the above
    h. Other (specify)____________________________

15. How important do you believe mourning and grief rituals (such as wakes and funerals) are for the survivors?

    a. Extremely important
    b. Somewhat important
    c. Undecided or don't know
    d. Not very important
    e. Not important at all

16. If it were entirely up to you, how would you like to have your body disposed of after you have died?

    a. Burial
    b. Cremation
    c. Donation to medical school or science
    d. Indifferent

17. What kind of funeral would you prefer?

    a. Formal, as large as possible
    b. Small, relatives and close friends only
    c. Whatever my survivors want
    d. None

18. How do you feel about "lying in state" in an open casket at your funeral?

    a. Approve
    b. Don't care one way or the other
    c. Disapprove

19. What is your opinion about the costs of funerals in the United States today?

    a. Very much overpriced.
    b. No one has to pay for what he doesn't want.
    c. In terms of costs and services rendered, prices are not unreasonable.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT The Family/Strengthening Families

HOMEMAKING SKILLS

- Promote family togetherness

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Bob Homes is running for President of the United States on the "Stronger Families for America" platform. Bob is interviewing applicants for his campaign manager. Pretend that you are interested in the job. What ideas would you suggest to Bob to show that you understand the need to strengthen the family unit? Display pictures of families that seem to be functioning successfully. Respond to the pictures by suggesting what the particular strengths of the family might be that have enhanced/promoted satisfaction. Do *The Johnson Family
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Factors that strengthen or weaken the family	Draw or find pictures of a situation or item that makes family more satisfying/happier/stronger. Pictures might stimulate discussion of the following factors that tend to build or erode families. A family at church --Spiritual strength--a family that prays together stays together. Couple sharing "chores." --Understanding or being flexible in sex roles might enhance the family. Family members "glued" to T.V. --Lack of communication in some families. Is T.V. a help or hindrance to your family? Party --Many companies sponsor "holiday parties" with no spouses invited. What effect does this have on the family? --Many parties are "adults only" affairs as opposed to family get-togethers.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Factors that strengthen or weaken the family (continued)	Traveling --Vacations may offer opportunities to strengthen family communications. Do they produce happiness or friction in your family? Volunteer Work (committee meetings) --Sometimes these activities provide personal satisfaction, but cause concerns for the family (meals, babysitting.) How could the family work around this situation? Family Dining Together --Family communicating and developing loyalty to each other. What could be done to enhance this togetherness? Couple Leaving on Honeymoon --Often the attitude of men is "another good guy bites the dust." What could be done to change the attitude to positive? Family Shopping Together --Family has become a consumer instead of a production-oriented, self-sufficient unit. Have our attitudes and education changed to support our new roles? Moving --This can be a time of drawing closer as a family, but often the family is weakened by lack of extended family support systems. How could this adjustment be made smoother?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Family traditions	Research has supported the importance of family traditions. Below are some that have been identified. Choose one which may relate to your family and write a paragraph describing that tradition. Share with class. --a distinguished or successful family member who is admired. --someone who keeps track of family records, organizes a reunion, maintains family photo album. --fixed prized rituals such as Thanksgiving dinner or Christmas customs and unique celebrations invented by the family. --a sense of place--if not the childhood home, then a collection of belongings that symbolize home. --elders that are respected. Brainstorm traditions that you may begin for your family.
	Resources that assist in strengthening families	Invite a panel of guests who have lived or visited another country to discuss family organizational patterns. Summarize by noting similarities and differences about the structure of the family as to extended family support, roles of family members and government support or lack of support for the family. Investigate, using the political action lines to determine what, if any, current legislation might be in the process of being enacted that would directly or indirectly affect the well-being of the family. Discuss how to become involved. Identify speaker/agencies that could share ways of strengthening the family. Analyze services provided. --Ministers and/or church programs dedicated to strengthening the family. --Parent education speakers. --Marriage counselor and/or family life counselor.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Resources that assist in strengthening families (continued)	Research feasibility of requiring a unit of family living for graduation. Panel of principal, guidance counselor, school board member to discuss the role of education in strengthening the family. Compile list of factors that contribute to the "togetherness" of families. Include as many small things as well as the big factors that make a family function more smoothly. Compare this with a list of traits of healthy families compiled by researchers: The Healthy Family - Communicates and listens - Affirms and supports one another - Teaches respect for others - Develops a sense of trust - Has a sense of play and humor - Exhibits a sense of shared responsibility - Teaches a sense of right and wrong - Has a strong sense of family in which rituals and traditions abound - Has a balance of interaction among members - Has a shared religious core - Respects the privacy of one another - Values service to others - Fosters family table time and conversation - Shares leisure time - Admits to and seeks help with problems
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Determine alternatives/ consequences of choices	In small groups, select a possible family situation (moving, going to church, doing housework or yard work). Identify the alternatives available in each situation and what would be the consequences of each action taken to strengthen or weaken the family.
	Reflections	Individually complete these sentences. - The husband of the future . . . . . - The wife of the future . . . . . - The family of the future . . . . .

THE JOHNSON FAMILY

Mr. and Mrs. Johnson are parents of two sons; Peter, age 13, and Phil, age 15. Mr. Johnson is a clerk in a local store. He enjoys puttering around the house and garden, refinishing furniture and raising flowers and vegetables.

Mrs. Johnson teaches in a nursery school. She also teaches Sunday school. Her interests include exercise, dance classes and home crafts. She is making a quilt.

Peter is an active boy scout. He likes outdoor life and thinks he may take horticulture at the vocational school. He has a part-time job in a greenhouse.

Phil loves computers--he is currently enrolled in a math and science program to prepare for a computer science curriculum in college. He wants to get a high paying summer job so he can buy a computer.

The Johnsons are having a family meeting after dinner to decide about a summer vacation. They have enjoyed camping in the past. They need to save money since Phil is close to college, Phil wants to go on the family vacation but needs a job.

Identify values held by the Johnsons.

Individually, from the list of values, choose two values that your family holds. Describe in a paragraph ways in which you and your family express values.

Suggest ways in which family members may develop their own interests and also strengthen their family.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT Marriage/Family Law

HOMEMAKING SKILLS

- Identify types of family law
- Identify sources of information regarding family law

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Collect news clippings related to family law (also referred to as domestic relations) for bulletin board.
PROBLEM	Types of family law	Brainstorm family problems for which people seek legal assistance. (Divorced--child support, child custody, visitation rights, alimony; Family violence--spouse abuse, child abuse; Juvenile delinquency.)
		Compile a list of family problems which have been created by societal change. (Surrogate parenthood, married women retaining maiden name, prolonging life via life support equipment, rights of adopted children, "palimony.")
	Family legal problems	In five groups, research each of the following areas. Prepare a group report including laws related to the area and types of problems leading to litigation. Include current news clippings or resources. Use *Family Law as one resource. Share in class. --Marriage --Family rights and obligations --Minors and their rights --Juvenile delinquency, child neglect, and child abuse --Divorce and related matters
	Pre-marriage	According to Ohio law, if either a bride or groom is under 18, pre-marriage counseling is required. Debate whether this is a worthwhile law. Support your position.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Family rights and obligations	Brainstorm a list of rights and obligations of 1) husband and wife, 2) parents to their children, and 3) children to their parents. Compare with statements in *Family Law.
	Divorce	Invite an attorney or domestic court judge to discuss separation, annulment and grounds for divorce. Prepare a chart describing the consequences of each method of dissolving a marriage.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES		List factors to consider when couples are seeking a divorce. Individually rank in order the factors according to which you believe are the most significant in contributing to divorce. Write a position paper on what you have learned and what you believe about the cause and effects of divorce and annulments.
	Resources	Compile a list of resource people/agencies in your community. (Legal aid society, attorneys, bar association.)
	Reflection	Write a paragraph. It is important to understand family law because . . . .
		In small groups choose a family problem from the list compiled earlier in the module. Generate legal and illegal alternatives for each problem and possible consequences.

FAMILY LAW

The family is the basic unit on which our nation is built. Moreover, one generation's children determine the nation's course in the next generation. The law, therefore, is vitally concerned with protecting the integrity of marriage as an institution, and with assuring the character, strength, and well-being of our children. These objects are the subject of scattered areas in the law, which may be grouped together as "family law."

MARRIAGE

Marriage is a three-way contract to which the husband, the wife, and the state are all parties. Both ceremonial and common law marriages are recognized in Ohio.

BEFORE MARRIAGE

When a man and woman marry, they take the most important step in their lives. They are entering into a deeply personal relationship intended to endure until one of them dies. Moreover, they are assuming the heavy obligations of a family--each accepts responsibility for the other's well-being, and for the well-being of their children. Thus, marriage should not be undertaken foolishly or on the spur of the moment.

Pre-marriage counseling can provide important benefits. If the prospective bride and groom are both age 18 or older, pre-marriage counseling is not mandatory but is extremely advisable. If either one of the parties is under age 18, Ohio law requires the couple to have pre-marriage counseling. One or more conferences with an experienced counselor can help prepare the couple to cope with the problems which can be expected to arise in any marriage. Such conferences can also provide helpful advice on material matters, such as family finances and budgeting, and the practical aspects of setting up and maintaining a household. Most important, pre-marriage counseling can help the couple enjoy a more rewarding relationship as husband and wife. Of the many things which go into making a successful marriage, the common denominator is that each party should strive to contribute more to the marriage than he or she expects to receive out of it. Curiously, when put into practice, this principle operates to give each party more from the marriage than he or she contributes to it.

Pre-marriage counseling is available from a number of sources. Couples affiliated with a church or synagogue can arrange to have one or more conferences with their minister, priest, or rabbi. Some religious bodies in fact insist on pre-marriage counseling. Couples without religious affiliation may still obtain useful advice and information from a clergyman, who is trained to provide guidance on the practical as well as the spiritual aspects of marriage. Pre-marriage counseling is also available from many social agencies, and from professional marriage or family

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counselors. The Probate Court can provide information on where premarriage counseling can be obtained.

HD 3.24

MARRIAGE AS A THREE-WAY CONTRACT

In law, when a couple exchange marriage vows they make mutual promises which constitute a binding contract. The law also provides that the state is automatically a party to the contract. This is because the marriage contract is not enforceable in the usual ways. The presence of the state as a party to the agreement helps ensure its enforcement.

WHO MAY MARRY

Ohio law provides that unmarried men age 18 or older and unmarried women age 16 or older are competent to enter into the marriage contract. If a party is under age 18, the consent of his or her parents, guardian, or custodian must be obtained. Parental consent is unnecessary if the parent lives in a foreign country, has neglected or abandoned the minor, is an inmate in a mental or penal institution, or has been deprived of custody of the minor by a court having jurisdiction over such matters. Also, when an unmarried minor female is pregnant, the Juvenile Court may, but is not required to, give consent for her to marry. This applies even if the girl is under age 16, and thus otherwise incompetent to contract marriage.

If a party to a marriage is already married, he or she is incompetent to enter into another marriage. To knowingly do so constitutes the crime of bigamy. Moreover, the purported subsequent marriage is invalid. Even so, Ohio law permits the injured party in such a case to obtain a divorce or annulment. This is partly to put a better face on an ugly situation, and partly to help resolve questions of alimony, legitimacy of children, and child support.

THE MARRIAGE LICENSE

A marriage cannot be solemnized (that is, completed by means of a marriage ceremony) unless the parties have obtained a license. Application for a marriage license must be made in the Probate Court of the county where either party resides or in the county where the ceremony is to be performed. The application must be made at least five days but not more than 30 days before the license is issued. The five-day minimum is known informally as the "waiting period." Most states have such a waiting period (three or five days is usual), which is meant to discourage "quickie" marriages and the so-called "marriage mills" which tend to flourish where there is no waiting period.

No marriage license may be issued to any person who is a chronic alcoholic or mental incompetent, or who at the time is under the influence of alcohol or a drug of abuse, or who is suffering from syphilis in a form which is communicable or likely to become so. In connection with this last, each applicant for a marriage license is required to undergo a standard blood test, and obtain a doctor's certificate stating that he or she is free from syphilis in an infectious form.

Once issued, a marriage license is valid for 60 days. Considering the time limits on applying for a license, the time necessary to obtain the results of the blood tests, and the time of expiration of the license, couples planning to marry may find it convenient to apply for the license two or three weeks before the date set for the wedding.

THE MARRIAGE CEREMONY

Under Ohio law, a marriage may be solemnized in various ways. The actual form of the ceremony is not spelled out. Usually, a marriage is solemnized by a person authorized by law to perform marriage ceremonies. Authorized persons include regular clergymen (provided they have been licensed by the Probate Court to perform marriages), municipal court judges, county court judges, mayors, and the Superintendent of the State School for the Deaf. A religious society, in accordance with the discipline of its church, may perform a marriage. This applies to certain churches having no regular clergy, and whose marriage ceremony consists essentially of the bride and groom publicly exchanging their marriage promises and proclaiming to the congregation that they are husband and wife.

When the marriage ceremony is completed, the person performing it must file a marriage certificate with the Probate Court. The certificate is signed by the officiating person, plus two witnesses (usually the best man and the maid of honor). The certificate must be filed within 30 days after the ceremony.

COMMON LAW MARRIAGE

Ohio recognizes common law marriages, which arise solely from the contractual nature of marriage, and do not involve either a marriage license or marriage ceremony. Two things are required to enter into a common law marriage: (1) an agreement between the man and woman that they are husband and wife; and (2) cohabitation. The parties must, of course, be competent to marry. That is, they must be of age and not already have a husband or wife.

The agreement to be man and wife must be a mutual agreement between the man and woman that they are husband and wife as of that moment. An agreement to become husband and wife at some time in the future does not answer the requirement. Different evidence may be used to establish the agreement, such as maintaining a joint bank account or the parties failing to correct the impression others may have that they are married. Broadly speaking, cohabitation means living together, and supposes that the man and woman engage in sexual relations. Cohabitation for any length of time--overnight, for example--is theoretically sufficient. As a practical matter, however, cohabitation must be substantial enough to make it appear that the parties have established a household. Cohabitation is established by evidence tending to show that the parties had both the opportunity and the propensity to share a bed.

A common law marriage is just as valid and binding as a ceremonial marriage. The marriage can be dissolved only by divorce, annulment, or death of one of the parties. The property rights and rights of inheritance of the parties are the same as if they had been joined in regular marriage ceremony. Their children are legitimate for all purposes.

Usually the question of whether there was a common law marriage arises when one of the parties dies and the other claims an inheritance, social security benefits, and other rights of a surviving spouse. In such cases, there is sometimes a purported surviving spouse from a subsequent ceremonial marriage of the decedent. If the validity of the common law marriage is established, however, the subsequent ceremonial marriage was invalid.

FAMILY RIGHTS AND OBLIGATIONS

Ohio law spells out various rights and responsibilities of husband and wife, toward each other and toward their children. Also, the law establishes various rights and obligations of children with respect to their parents.

RIGHTS AND OBLIGATIONS OF HUSBAND AND WIFE

The basic responsibilities of husband and wife are stated succinctly in the Ohio statutes: "Husband and wife contract towards each other obligations of mutual respect, fidelity, and support." Also, the Ohio statutes state that the husband is the head of the family and may choose any reasonable place to live and any reasonable way of life, to which the wife must conform. The husband is obliged to support himself, his wife, and his minor children out of his property or by his labor. If he cannot do so, the wife must assist him to the best of her ability. If the husband fails in his obligation of support, he may be held criminally liable. Moreover, anyone can supply the wife with necessaries (food, clothing, shelter, and medical care) and hold the husband civilly liable for their value. This does not apply if the wife abandons the husband without cause.

With respect to personal and property rights, husband and wife stand on an equal footing. Each may own and dispose of property as if unmarried, with certain exceptions. Each has the right to separately enter into contracts. Neither can be excluded from the home, except by court order. Neither the husband or wife, as such, can be held to answer for the acts of the other. By contrast, under the older common law, a wife had few rights apart from her husband. Her property for the most part became his upon marriage. She was almost totally under his personal domination. On the theory that it was the husband's duty to preserve domestic discipline, he was permitted to beat his wife--provided he did not use anything more dangerous than a rattan cane as big around as his thumb. Wife-beating (or husband-beating) today is punishable as a criminal assault.

OBLIGATIONS OF PARENTS TO THEIR CHILDREN

Parents are obliged to support their children, to see that they have food, clothing, shelter, and medical care, to insure their schooling, to superintend their behavior (using appropriate discipline when necessary to enforce proper conduct), and to foster and protect their physical, mental, and moral well-being. The improper failure to meet any of these obligations may give rise to various kinds of criminal and civil liability.

The basic obligation of parents to their children is to provide adequate support within their ability and means, at least until the children are through high school. It is emphasized that this obligation applies regardless of whether the parents are married to each other, married to someone else, or even (or ever) married at all, and regardless of whether the parent has custody of the children. Non-support of children is a criminal offense. Also, the obligation to provide child support may be enforced through any of various court actions. One such action may be brought by the mother of an illegitimate child to force the father to provide support. Other such actions may be brought in connection with divorce, annulment, or alimony suits, or brought by a welfare agency. Ohio is a party to an interstate compact to facilitate the enforcement of support obligations of out-of-state parents.

OBLIGATIONS OF CHILDREN TO THEIR PARENTS

Just as parents have important responsibilities to their children, the children have reciprocal responsibilities to their parents. They should accord their parents respect, and perform whatever family duties are asked of them within their abilities. They are bound to obey their parents, teachers, and others in authority over them, to apply themselves the best they can to mastering the instruction and schooling given them, and to behave themselves according to acceptable standards.

Children are also obliged to support their parents under certain circumstances. When a parent has insufficient financial resources for his or her own support, and because of sickness or old age is physically unable to earn his or her own way, then an adult child is bound to provide adequate support to the parent within his ability and means. The obligation of a child to support his parent does not apply if the parent abandoned the child or failed in his or her obligation of support of the child.

MINORS AND THEIR RIGHTS

For most purposes, eighteen is the age at which a person in Ohio is considered an adult. Persons under age 18 are called "children," "minors," or "juveniles." While minors have many personal rights, they do not have all the rights of adults.

THE AGE OF MAJORITY

HD 3.24

The age at which a child (or "minor" or "juvenile") becomes an adult is known as the "age of majority." Under federal law, everyone becomes an adult for voting purposes at age 18. In Ohio, and many other states, 18 is the age of majority not only for voting but for most other purposes as well. The major exception in Ohio is found in the liquor control laws. Persons under age 21 are not permitted to purchase wine or liquor. Persons age 19 to 21 may purchase beer. Persons under 19 cannot legally purchase any alcoholic beverage.

MINORS IN GENERAL

Under the law, minors are treated differently than adults for many purposes, mainly to protect them from their own immaturity and inexperience, but also because they are not yet fitted to exercise some of the privileges of adulthood.

Certain constitutional rights may not apply to minors in quite the same way as they apply to adults. Very young children cannot be held criminally liable at all, and older children are accorded different treatment than adults for criminal acts. Apart from the criminal law, minors may be subject to more controls or different controls on their behavior than adults. The civil liability of minors is less than or different from that of adults. The ability of minors, especially very young children, to act as witnesses in court is limited. Minors must have parental permission to do certain things--for example, with some exceptions minors need parental permission to marry, or to obtain medical treatment. Minors can own property, but it is often necessary that a guardian hold and manage it for them. The right of minors to enter into contracts is limited. Minors are barred from certain occupations and professions, and their employment in other occupations is subject to legal controls on child labor. Some licenses cannot be granted to minors. Other licenses, such as a driver's license, can be granted to minors only under certain conditions.

CONSTITUTIONAL RIGHTS OF MINORS

With a few major exceptions, minors have the same constitutional rights as adults.

Minors do not have complete freedom of speech and assembly under the First Amendment to the United States Constitution. For example, the states can control their exposure and access to books, magazines, movies, and other materials which adults can freely obtain, see, or possess. Ohio law places restrictions on matter which is not obscene from an adult viewpoint, but which is nevertheless considered unsuitable for juveniles.

Minors cannot freely keep and bear arms under the U.S. and Ohio Constitutions. Under federal and Ohio law, minors cannot buy a firearm of any kind, and persons under age 21 cannot buy a handgun. Minors under 16 cannot hunt without an accompanying adult. Except for lawful hunting, minors of any age cannot have firearms unless for purposes of instruction in firearms safety, care, handling, or marksmanship under competent adult supervision.

Searches and seizures which would be unconstitutional if they involved an adult might not be improper when they involve a juvenile. The summary search of school lockers, for example, may be proper under certain circumstances. Teachers may confiscate weapons, drugs, and other dangerous items from pupils--indeed, a teacher may even have a positive duty to confiscate such items.

Finally a juvenile may be deprived of his liberty for some acts which would not be criminal if committed by an adult. For example, a minor who engages in sexual relations may be subject to commitment to a juvenile institution as an unruly child.

CONTRACTURAL RIGHTS OF MINORS

With some exceptions, minors do not have full rights to enter into contracts. If a minor does enter into a contract with an adult, the contract may be canceled or honored at the minor's option. If the minor elects not to cancel the contract, it will be binding on the minor as well as the adult. The contract must be canceled, if at all, before the minor reaches the age of majority. Also, the minor cannot cancel the contract if by doing so he will cause an unfair result or benefit from his own wrongdoing. For example, a minor cannot purchase a car, wreck it, then cancel the contract and expect to be relieved of payment.

There are some instances in which a minor can enter into a binding contract without any right of cancelation. In general, these are contracts to supply him with certain necessaries such as food, clothing, and shelter. His parents may be held liable on such contracts. A minor can enter a binding contract for some types of medical care.

SEEKING MEDICAL AID

Generally, minors cannot be given medical treatment without parental permission. There are, however, some major exceptions. First, permission for treatment need not be obtained in an emergency. Second, a minor age 16 or over may voluntarily commit himself to a mental hospital for treatment for mental illness arising from drug abuse. Third, a minor of any age can obtain medical treatment on his own for any condition arising from drug abuse, or for venereal disease. Because of the confidential relationship between doctor and patient, the doctor in such cases is not bound to inform the parents that he is treating their child. The parents are not bound to pay for the treatment, however, unless they consent to it.

Aside from the above instances, there is some authority in Ohio that a minor can consent to any kind of medical treatment as soon as he has reached sufficient age and discretion to understand the consequences of consent. This applies not only to necessary but to elective treatment, such as cosmetic surgery. As a practical matter, however, doctors will seldom treat a minor without parental consent, except in emergencies and cases involving drug abuse or venereal disease.

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JUVENILE DELINQUENCY, CHILD NEGLECT, AND CHILD ABUSE

In Ohio, the Juvenile Court takes the place of the adult criminal justice system with respect to minors who commit offenses or present behavior problems. The Court is equipped with a wide range of options for dealing with minors in such cases. Also, the Juvenile Court has jurisdiction over neglected children, and may deal with adults guilty of neglecting, abusing, or contributing to the delinquency of minors.

THE JUVENILE COURT

In 1902, Ohio became the fifth state to create a juvenile court. Prior to this time, children as young as age seven were considered criminally responsible and, if convicted, were treated exactly the same as adult offenders. Putting children in prison with adult offenders was seen as guaranteeing that such children would be confirmed in criminality during their formative years. On the other hand, special provisions and a wider range of options for dealing with juvenile offenders offered hope for turning such children around and pointing them toward responsible citizenship. The Juvenile Court was created primarily for this reason. The main emphasis of its work is on helping juveniles in trouble, and not on punishment as such for misdeeds. The court also aids children who are neglected or abused, and has authority over adults who commit various crimes against children.

The Juvenile Court has exclusive original jurisdiction over delinquent and unruly children, juvenile traffic offenders, and neglected and dependent children. For example, when a minor is accused of a crime, whether serious or petty, he may be tried and dealt with only in the Juvenile Court. The Court may, under certain circumstances, turn a juvenile over to the Common Pleas Court for trial and punishment as an adult, but it cannot be forced to do so. Adults accused of contributing to the delinquency or neglect of a juvenile are tried in the Juvenile Court. Other adult crimes against juveniles, such as nonsupport, may be tried in the Juvenile Court as well as other courts. The Juvenile Court also has authority to determine and provide for custody and care of neglected or dependent children. This is subject to the authority of the Domestic Relations Court to determine such questions in divorce and similar cases, and to the authority of the Probate Court in guardianship and adoption proceedings.

DETENTION OF JUVENILES

A juvenile may be arrested for an offense. He may be taken into custody if there is reason to believe he is a runaway child, or is suffering from some illness or injury and is not receiving proper care, or is in immediate danger from his surroundings. A juvenile may also be taken into custody under a proper order issued by the Juvenile Court.

When a juvenile is apprehended or taken into custody, then, pending court action he may be released to his parents, guardian, or custodian on their written promise to bring him to court when required. If they fail to do so, the Court may issue a warrant compelling them to bring the child to court. If it appears that a minor taken into custody should be detained or given shelter, he may be placed temporarily in a detention home, children's home, juvenile shelter, or other suitable facility, or with a temporary custodian. If a juvenile is detained, it must be because it is necessary to protect the person or property of the child or of others, or because the child may run away or be removed from the Court's jurisdiction, or because he has no suitable person to supervise and care for him. The Court may order detention for other reasons when it is in the child's best interests.

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A juvenile alleged to be delinquent, unruly, or a juvenile traffic offender may be detained in jail only if there is no available juvenile detention home or similar facility. In such cases, the child must be kept in a separate room where he cannot come in contact with adult offenders. A neglected or dependent child who is detained cannot be kept in a jail under any circumstances, except on court order.

DELINQUENT CHILDREN

A delinquent child is defined as one who commits any act, other than a traffic offense, which if committed by an adult would be a crime under federal, state, or municipal law. The child is classed as delinquent regardless of the seriousness of the offense, although whether the crime is murder or disorderly conduct will obviously affect the Court's disposition of the child.

A delinquent child is also defined as one who violates an order of the Juvenile Court. Thus, for example, an unruly child or juvenile traffic offender who is placed on probation, then violates its conditions, may be adjudged delinquent and dealt with accordingly.

Trial procedure in Juvenile Court is somewhat less formal than in other courts--generally, Juvenile Courts strive to temper some of the sterner aspects of the atmosphere of a criminal court. Nevertheless, a juvenile has all the rights of an adult accused. If he does not have a lawyer and neither he nor his parents can afford one, counsel must be provided at state expense. He must be fully informed of his rights at all significant stages of the proceeding. His guilt must be proved beyond a reasonable doubt.

If the juvenile is found to be delinquent, the Court has wide discretion in dealing with him. He may be returned to his parents on such conditions as the Court imposes for his care, supervision, and future good behavior. He may be committed to the temporary or permanent custody of any of the various child welfare agencies. He may be placed on probation, on such conditions as the Court may impose. His driver's license and auto registration, if any, may be suspended or revoked. He may be committed to the custody of the Ohio Youth Commission, which operates a number of facilities throughout the state for the care and treatment of delinquent

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children. If he is adjudged delinquent for commission of a felony, he may be committed directly to an Ohio Youth Commission facility maintained specifically for such cases. He may be fined up to $50 plus court costs. If he is found to be psychopathic, mentally ill, or mentally retarded, he may be committed for special treatment. In addition to the foregoing, the Court can make any disposition it considers in the best interests of the child.

TRANSFER FOR TRIAL AS AN ADULT

Under limited circumstances in serious cases, the Juvenile Court may yield its jurisdiction and transfer the accused juvenile to the Common Pleas Court for trial and punishment as an adult. Transfer is permitted only for trial of an alleged felony, committed when the juvenile accused was age 15, 16 or 17. In addition, the Juvenile Court must find that the accused is not amenable to rehabilitation in juvenile facilities and that the public safety may require his restraint, including restraint after he becomes an adult. These findings must be based on a thorough investigation of the case, plus a mental and physical examination of the accused.

It should be noted that the Juvenile Court is not required to yield jurisdiction over a juvenile in any case, even if it makes the findings under which transfer is permitted. As a practical matter, transfers are usually made, if at all, in cases of very serious felonies such as murder, aggravated robbery, and the like, committed by a juvenile with a long history of delinquency. It should also be noted that because of the transfer requirements, juveniles who commit a felony while under age 15 and juveniles of any age who commit a misdemeanor are not subject to the adult penalty under any circumstances.

UNRULY CHILDREN

A juvenile may be adjudged an unruly child for a variety of reasons, including: waywardness or persistent disobedience; habitual truancy from home or school; conduct which injures or endangers the health or morals of himself or others; attempting to marry without proper consent; being in a disreputable place, or a place from which minors are excluded by law; associating with "vagrant, vicious, criminal, notorious, or immoral persons;" engaging in an occupation prohibited by law; being in a situation which is dangerous, or which is injurious to the health or morals of himself or others; or violating a law applicable only to juveniles.

A child who is adjudged to be unruly may be dealt with in a number of ways. He may be returned to his parents under conditions designed to insure his proper care, supervision, and behavior. He may be committed to the temporary or permanent custody of a child welfare agency. He may be placed on probation on conditions designed to insure his future good behavior. If he has a driver's license or owns a car, his license or registration may be suspended or revoked. If the Court considers that none of these measures would be effective, it may take additional measures normally applicable only to delinquent children, such as commitment to the custody of the Ohio Youth Commission.

JUVENILE TRAFFIC OFFENDERS

A juvenile traffic offender is defined as a child who violates any federal, state, or municipal traffic law or regulation.

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A juvenile traffic offender may be fined up to $50 plus court costs. His driver's license or auto registration may be suspended or revoked. He may be placed on probation on such conditions as the court imposes in the interests of insuring his proper behavior. He may also be required to make restitution for any injury or loss he may have caused by reason of his violation. If the juvenile subsequently fails to comply with the Court's orders and his driving habits show him to be dangerous to himself or others, the Court may deal with him the same as a delinquent child.

NEGLECTED AND DEPENDENT CHILDREN

A neglected child is one who has been abandoned, or who lacks proper care because of faults or bad habits of his parents, guardian, or custodian, or whose parents have failed to provide him with proper food, clothing, shelter, education, medical care, or other things necessary for his health, morals, or well-being, or whose parents have attempted to be rid of him by illegally yielding his custody to someone else.

A dependent child is one who is homeless or destitute, or lacks proper care or support, through no fault of his parents, guardian, or custodian, or whose parents are mentally or physically unable to give him proper care or support, or whose condition or environment is such that it is in his best interests for the state to assume his guardianship.

The Juvenile Court may order that a neglected or dependent child remain with his parents, on such conditions as it may consider necessary to insure his proper care and support. Alternatively, the Court may place the child in the temporary or permanent custody of a child welfare agency.

DEALING WITH ADULTS WHO CONTRIBUTE TO DELINQUENCY OR NEGLECT

Under Ohio law, it is an offense for an adult to contribute to or encourage in any way the delinquency, unruliness, or neglect of a minor. The Juvenile Court has jurisdiction to try adults accused of the offense. Typically, contributing cases arise when parents fail to take reasonable measures to control their child's delinquent or unruly behavior, or when a person has sexual relations with a minor or encourages or aids a minor to have sexual relations. Encouraging a minor to frequent bars, bawdy houses, or places where drugs are used may constitute contributing. Parents who fail to provide their child with food, clothing, shelter, medical attention, and education may be charged with contributing, or with non-support of dependents (nonsupport may be tried in any court). The foregoing are only some of the possible forms which contributing to the delinquency or neglect of a minor may take.

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CHILD ABUSE

Popularly, child abuse is thought of as serious physical abuse of children. Under Ohio law, the offense of "endangering children" covers not only physical abuse but several other acts as well.

First, the offense may be committed by a parent, guardian, custodian, or person standing in place of a parent (such as a teacher, scoutmaster, or babysitter) who places a child in imminent danger of serious harm by violating a duty of care, protection, or support. Second, the offense may be committed by anyone through torture or cruelty, or by administering excessive physical punishment or restraint in a cruel manner or for prolonged periods so as to create an imminent risk of serious harm to the child, or by repeatedly administering unwarranted discipline to the child when such conduct, if continued, involves a high risk of impairing or retarding the child's mental health or development.

Endangering children, or child abuse, is normally a misdemeanor. If the offense results in serious physical harm to the child, it becomes a felony. Serious physical harm includes mental illness as well as serious physical illness or injury. The offense may be tried in any court having jurisdiction, including the Juvenile Court. Felony child abuse cases are tried in the Common Pleas Court.

Doctors, nurses, teachers, attorneys and others commonly in contact with children are required to report suspected cases of child abuse to law enforcement authorities. Doctors are skilled at spotting the "battered child syndrome"--injuries which were almost certainly caused by physical abuse. In Ohio, anyone who knows that a felony has been committedmmust report it to law enforcement authorities. Since serious child abuse is a felony, anyone who observes a child suffering from serious injury or illness, and has good reason to suspect child abuse, should report it to law enforcement authorities.

DIVORCE AND RELATED MATTERS

While the law's primary concern is to protect the solidarity of the family, it recognizes that relations between a husband and wife can deteriorate to such a point that the lesser evil may be to permit them to part and go their separate ways. Under Ohio law, this may be done in different ways, including divorce, dissolution of marriage, annulment, and legal separation. The Domestic Relations Court is concerned with these matters, and with child custody and support, alimony, and division of property questions arising in such proceedings.

DOMESTIC RELATIONS ACTIONS IN GENERAL

Ohio recognizes five basic types of legal proceedings involving marriage. Suits for divorce, dissolution of marriage, and annulment all envision the same end result--dissolving the marriage--although the basis for each of the suits is different. A suit for alimony only is designed to effect

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a legal separation of husband and wife without dissolving the marraige. An action for conciliation is a type of pre-divorce action, in which an attempt is made to settle the differences between husband and wife without resort to divorce, annulment, or legal separation. Questions of alimony and division of property between the parties, and questions of custody and support of children, if any, may be part of the main action.

The Domestic Relations Court has jurisdiction over all of the foregoing actions. A unique feature of domestic relations jurisdiction is that it does not end when a suit for divorce or similar action is ended. When the court makes a decision as to alimony, child custody, or child support, it is necessarily made in light of the current circumstances of the parties. These circumstances can and do change from time to time, and the Domestic Relations Court has continuing jurisdiction to make appropriate changes in its previous orders. By contrast, judgments in most other types of lawsuits cannot, as a practical matter, be altered once they are entered.

DIVORCE

The classic action to dissolve a marriage is divorce. In Ohio, there are 11 separate grounds on which a divorce may be granted. These are: (1) either party had a spouse living at the time of the marriage from which the divorce is sought; (2) willful absence of the adverse party for one year or more; (3) adultery; (4) impotency; (5) extreme cruelty; (6) fraudulent marriage contract; (7) gross neglect of duty; (8) habitual drunkenness; (9) imprisonment of the adverse party in a penitentiary; (10) procuring a divorce outside Ohio (a "quickie" Mexican divorce, for example) by which the adverse party is relieved of the marriage obligations but the person remaining in Ohio is not; and (11) living separate and apart, continuously and without cohabitation, for two years (four years if one of the parties is confined in a mental institution during that time).

The grounds most often used are extreme cruelty and gross neglect of duty. Formerly, extreme cruelty meant physical cruelty only. Over a period of many years, however, the case law has developed so that it now includes both physical and mental cruelty. Gross neglect of duty takes in a wide range of unacceptable conduct by a husband or wife. Typical examples are the failure of the husband to support his family adequately, and the failure of the wife to meet her obligations as a homemaker.

DISSOLUTION OF MARRIAGE

A type of proceeding in Ohio, called **dissolution of marriage**, is a substantial departure from the traditional concept of divorce. In essence, it is a divorce by agreement of the parties. No grounds for divorce need be established. In order to obtain a divorce in this way, the husband and wife must first enter into a separation agreement providing among other things for a division of property and, if they have minor children, for child custody and support, and for visitation rights. The separation agreement must be attached to the petition for a dissolution of marriage, and the petition itself must be signed by both parties. If the Court approves the agreement, the marriage will be dissolved. In examining the separation agreement, the Court is mainly concerned that it is fair to both the husband and wife, and makes proper provision for the children.

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ANNULMENT

Whereas divorce and dissolution of marriage result in dissolving a marriage which was valid, **annulment** results in declaring a marriage never to have been valid in the first place. The grounds for annulment in Ohio are: (1) the party seeking the annulment was under age at the time of the marriage; (2) a former marriage of either party was and still is valid; (3) either party was mentally incompetent: (4) the consent of either party to the marriage was obtained by fraud: (5) the consent of either party was obtained by force; and (6) the parties never consummated the marriage (that is, engaged in sexual relations as husband and wife), even though the marriage was otherwise valid. If cohabitation follows after a party comes of age, has competency restored, after the fraud by which consent was obtained is discovered, or when force was used to obtain consent, then an annulment cannot be granted on grounds one, three, four, or five, respectively. Child custody and support may be granted, and an annulment does not affect the legitimacy of children.

LEGAL SEPARATION

Ohio law recognizes a separation of husband and wife with or without court action. The parties go their separate ways, but the marriage remains valid.

The general rule is that husbands and wives cannot contract away their marriage obligations. An exception to this permits the parties to enter into an agreement whereby they may live apart from each other. Such separation agreements are often incorporated into the divorce decree if one of the parties subsequently obtains a divorce.

A legal separation results from an **action for alimony only**, in which the complaining party seeks to have the other party ordered to pay alimony, without a divorce. The question of child custody and child support may also be included in an action for alimony only. If alimony and child support is granted, payment is enforceable the same as if it had been granted in a divorce action. The grounds for an action for alimony only are: (1) adultery; (2) gross neglect of duty; (3) abandonment without good cause; (4) ill-treatment by the adverse party; (5) habitual drunkenness; and (6) imprisonment of the adverse party in a penitentiary.

ALIMONY AND DIVISION OF PROPERTY

Alimony is a payment by one spouse to another for his or her own support. It may be granted in a divorce, dissolution of marriage, or action for alimony only. Theoretically, division of the property of the parties is

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not alimony, although whether and how much alimony will be granted depends in part, at least, on how the property is divided. The Court must consider a number of factors in determining whether alimony is necessary, and the nature, amount, and manner of its payment. These factors include: (1) the relative earning abilities of the parties; (2) the ages, and the physical and emotional condition of the parties: (3) retirement benefits; (4) expectations and inheritances; (5) duration of the marriage; (6) the extent to which custody and care of a minor child will interfere with a party seeking employment outside the home; (7) the standard of living established during the marriage; (8) the relative education of the parties; (9) the relative assets and liabilities of the parties; (10) property brought to the marriage by either party; and (11) the contribution of a spouse as homemaker. Depending on the circumstances, a wife may be ordered to pay alimony to the husband, although in the usual case it is the other way around. The court may order alimony to be paid in a lump sum or installments.

CHILD CUSTODY AND SUPPORT

When there are minor children to a marriage, their support must be considered before the question of alimony. Custody of a child may be awarded to either party, although the court may allow a child age twelve or older to choose the party with whom he or she wants to live. In determining who is to have custody, the child's best interests must be the Court's prime concern. In determining the amount of child support to be paid, the Court must take into account: (1) the child's financial resources; (2) the financial resources and needs of the parent having custody; (3) the standard of living the child would have enjoyed had the marriage continued; (4) the child's physical and emotional condition; (5) the financial resources and needs of the parent who does not have custody; and (6) the educational needs of the child, and the educational opportunities which would have been available to him had the circumstances requiring a support order not arisen.

CONCILIATION

The break-up of a marriage has unfortunate and traumatic effects on the parties, and on their children. Divorce or separation can also be expensive, not merely to obtain it, but also when it is over. Consequently, divorce or separation should be viewed only as a last resort to be used when all reasonable efforts at saving a marriage have failed. It is very much to the best interests of a husband and wife to try to settle their differences, either by themselves, or with professional help.

A husband and wife might seek the help of a minister, priest, or rabbi, whose training equips them to act as marriage counselors. Professional counselors are in private practice in many areas of the state. Many social agencies operate marriage counseling services. The Domestic Relations Courts of many counties in Ohio offer marriage counseling services. Sometimes, one spouse or the other refuses to undergo marriage counseling. Ohio has a procedure, called "conciliation of marital differences," by which a husband and wife can be obliged to at least try to settle their differences before resorting to divorce or separation. The procedure is administered by the Domestic Relations Court, and may be begun at the request of either party.

PERENNIAL PROBLEM Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT Single Person Family/Independence/Freedom

HOMEMAKING SKILLS

- Identify responsibilities of living independently.

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION		Invite a panel of single person families to discuss their lifestyle. List positive and negative consequences for the single person family alternatives below. - Jack uses his skills and manages to live on his own without running home for help. - Linda goes home every day for dinner, has her mother do her laundry, and still uses the family car to get to work.
CONSEQUENCES ALTERNATIVES GOALS VALUES FACTORS	Factors to consider when establishing an independent single person family	Consider the following vignettes for conditions that should be met before establishing an independent single person family. - Jean is determined to get away from home and her parents. She has little money saved from her job. (Job and Money Management) - Dan has moved out, but is staying in a motel until he can figure out where to live. (A place to live) - Sarah gets so angry at anyone who tries to give her advice. She doesn't care what she breaks or who she hurts when she's angry. (Emotional Maturity) - Mike is confident in himself and his abilities. He feels ready to establish his own residence. (Positive Self Concept)

PROCESS SKILLS	CONCEPTS	STRATEGIES
		- George has never cooked or helped with housework. He claims he will get a live-in maid when he gets his first apartment and will eat out a lot. (Homemaking skills) - Nancy's parents disapprove of her living alone. "What will people think?" they say. "You should get married or else live with us." (Dealing with societal or family expectations) - Tracy lives a relatively carefree life. She is excited about moving into a singles apartment complex. Her mother worries because Tracy never has a sense of time. She'd sleep through the day and miss work if good ol' Mom didn't get her out of bed in the mornings. (Time management)
		List the conditions as goals. How important are these goals in establishing independence as a single person? Which goal(s) do you need to work on before living independently?
PR		In small groups, choose a goal and use the practical reasoning process to generate alternatives for meeting the goals.
	Responsibilities on living independently	Brainstorm and list types of responsibilities associated with living independently. In groups, investigate one of the responsibilities and suggest ways of meeting it. Share findings in large group discussion and summarize the factors necessary for successful independent living under the headings of physical, social, emotional, intellectual and financial.
		View television shows with single person families. Record and analyze evidence of emotional maturity, management skills and homemaking skills. What evidence was there that these characteristics had not been developed?
		Analyze advantages and disadvantages of living independently and compare responsibilities of living alone versus living with others.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT Single Person Family/Support Systems

HOMEMAKING SKILLS

- Identify sources of support for the single person family

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Problems for which single person families may need help	In pairs, write a case study depicting a single person family and a problem he/she might face. Classify the problem into categories (to be solved individually versus support). Collect and save for future use.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Factors affecting support for singles	What factors might affect singles in obtaining outside support for problems? - Embarrassment, not knowing what help is available or from where. - Not recognizing that others might have the same problem. - Not realizing the need for help. - Not wanting to admit "failure" or inadequacy. - Cost of professional services. - Resistance to advice. - Fear of the lack of confidentiality. - Not admitting a problem exists. Classify the factors into value categories (economic, health and safety, intellectual). Discuss how seeking help can be made acceptable and how it can bolster feelings of self worth.
	Sources of support	Identify sources of support for single persons (family, friends, community groups).

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Complete *Worksheet - My Support Systems
SELF FAMILY SOCIETY	Reflection and evaluation	In pairs, choose a case study from those previously written. List alternatives available and consequences to self, family and society for each alternative.
		Visit community support agencies. Collect pamphlets to display on bulletin board in class.
		Using information from class, develop a pamphlet or bulletin for single people about support systems.
		Read and report on a book which focuses on a single person undergoing stress and crisis. Identify ways to receive support.
		IEE - FHA/HERO--Invite speakers from community agencies to class to share information regarding service--how to become involved in helping.

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WORKSHEET--MY SUPPORT SYSTEMS

List three people in your home, school, work, or other worlds who either do or could fulfill one of these functions for you.

I. Listening (without giving advice)
  a.
  b.
  c.

II. Technical Support (someone who is an expert in any field, and whose honesty and integrity you trust, i.e., parents of friends, teachers, boss at work)
  a.
  b.
  c.

III. Technical Change (someone who helps you to see how you could improve yourself)
  a.
  b.
  c.

IV. Emotional Support (someone willing to be on your side in a difficult situation even if he/she is not in total agreement with what you are doing)

V. Emotional Challenge (is friend to question your excuses)
  a.
  b.
  c.

VI. Sharing Social Reality (someone who shares your feelings and ideas)
  a.
  b.
  c.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT Marriage/Readiness

HOMEMAKING SKILLS

- Recognize maturity needed for marriage

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY	Reasons for marriage	Brainstorm reasons for marriage. List on board. Generate alternatives and consequences of marrying for each reason.
	Maturity level	Discuss ways people mature (physically, socially, emotionally, intellectually). Do *Readiness for Commitment. Discuss the role of maturity in determining readiness for marriage.
	Mature love	Using resources, develop a checklist for defining mature love. Consider the following questions and add to the list. -- Is your love unselfish? -- Are you planning in terms of "we" or you? -- Do you admire the person for his/her accomplishments? -- Do you see in the person qualities you would like in your children? -- Do you share common goals and interests? -- Do you believe your relationship would remain through crises - financial, health, family? Identify feelings commonly confused with love (physical attraction, pity, possessiveness, infatuation, desire to hurt or be hurt, sharing unhappiness, desire to help, achieving status). Select one and write a short story (real or hypothetical) about a romance that has been colored by the feeling. Share stories. Afterward, discuss ways in which an analysis of one's feelings can be used to determine a person's readiness for marriage.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Mature love (continued)	Using list of feelings commonly confused with love, work in groups to develop questions which would measure whether a person has a realistic or romantic concept of love. Compile questions to form an inventory which would be used to determine a person's readiness to enter into an enduring partnership.
	Indicators of readiness	Brainstorm qualities that provide an indication of readiness for enduring partnerships (social and emotional maturity, realistic concept of love, realistic self-concept, well-developed philosophy of life, realistic evaluation of family background, occupational and financial readiness, ability to negotiate and compromise). Then, working in small groups, select one or more qualities and identify problems that might result if they did not exist when a person entered into an enduring partnership. Share ideas in a class discussion. Use what you learned to develop a checklist for evaluating a person's readiness to enter into an enduring partnership. Imagine that your job is to interview all couples who desire to marry and to decide whether to permit the marriages. Determine how you would go about this and what your criteria would be. Write a short paper describing your ideas and share in a class discussion. Do *Life Styles Questionnaire. Justify in writing your reasons for each answer. Identify values underlying choices. Share in class. Individually, develop a set of criteria which would help you determine whether to marry or not. Rank order the criteria in terms of which are more important to you. Identify the values which underline each criteria statement. Consider these items: -- Children -- Sexual fidelity -- Sex roles -- Marital decision-making -- Politics -- Money -- Religion -- Relationship with friends -- Relations with extended family -- Career -- Others (be specific)

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Role expectations	Use checklists *Husband/Wife Chores Inventory and *Male/Female Role Opinionnaire to identify attitudes class has on male/female roles. Why do you feel the way you do? In pairs, list roles you anticipate filling when you marry and list roles you expect your mate to fill. Compare lists. Are the lists alike? Could this difference in role expectation happen in a marriage? Discuss the importance of roles which each expects of the other mate in marriage. How can couples deal with differences in role expectations? Should couples communicate before marriage on what each expects of the other?
	Financial support of a marriage	Acquire several estimates from young families without children on how much money is needed to pay essential living expenses. What questions relating to money must be candidly dealt with before marriage? (Who will earn the money? When will the earning begin? How much will be earned? Can we live on that amount?) What special problems do two-income families face? One-income families?
GOALS VALUES FACTORS' ALTERNATIVES CONSEQUENCES	When to marry	Find statistics correlating length of acquaintance with success of marriage. Analyze alternatives/consequences related to: -- School marriage -- Teen marriage -- After-school marriage -- Pregnancy-related marriage Invite a panel representative from each of the above categories. Develop alternatives/consequences. What situational factors would affect your choice? Why? What are probable effects for self, family and society?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection	Complete the following sentences. -- If at age 18 I marry, my life will probably be ... because ... -- If at age 18 I do not marry, my life will probably be ... because . . . Repeat, substituting age 30 for age 18. What should I do to prepare myself to make a decision regarding marriage and to prepare myself for marriage and future family life?

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READINESS FOR COMMITMENT

Check each question as it applies to you.	Yes	No	Maybe
1. I am able to now earn enough money for me to live on.	___	___	___
2. I am now able to earn enough money to support a family.	___	___	___
3. I am now able to meet the social and emotional needs of a baby or young child.	___	___	___
4. I am now able to take care of the physical needs of a baby or a young child.	___	___	___
5. I am now able to manage my own money without going in debt.	___	___	___
6. I am now able to manage money for the family.	___	___	___
7. I am now able to keep a household operating.	___	___	___
8. I can prepare my own meals and those for other people.	___	___	___
9. I can take care of my own clothes.	___	___	___
10. I can make decisions on my own.	___	___	___
11. I assume responsibility for my own decisions.	___	___	___
12. I can get along with other people.	___	___	___
13. I can get along without having other people around all the time.	___	___	___
14. I can go my own way if I don't agree that my friends are doing the right thing.	___	___	___
15. I would be able to settle down with one person after the honeymoon is over.	___	___	___

Scoring: Give yourself 3 points for each yes, 2 points for each maybe, 1 point for each no. Decide what score should be "required" to marry? To parent?

What serious commitments do you feel that you are ready to make? When do you believe you might be ready for other serious commitments?

Source: Adult Roles and Functions. West Virginia Department of Education.

Life Styles Questionnaire

1a Listed below are descriptions of five somewhat different styles of life. Which ONE style would you say is MOST APPEALING to you? Record below under Q.1a. (CHECK ONLY ONE ANSWER.)

1b Which ONE style is LEAST APPEALING to you? Record below under Q.1b.

1c And which ONE style do you think best describe you 15 years from now? Record below under Q.1c. (CHECK ONLY ONE ANSWER.)

	Q.1a MOST appealing	Q.1b LEAST appealing	Q.1c Best describes you 15 years from now
1.1 A successful executive or professional, living with (wife/husband) and children in a good residential neighborhood.			
1.2 A (bachelor/single woman) with a good job, living well in an expensive apartment in a major city			
1.3 Someone free of social responsibility and obligations, living where and with whom you please and not worrying much about money or work			
1.4 A dedicated (man/woman) working to solve serious social problems, but not too concerned about the material comforts of life			
1.5 An average family man with routine job and time for family and own interests. (An average housewife, raising children, with time for own interests.)			

2. Which ONE statement listed below best describes your feelings about marriage? (CHECK ONLY ONE ANSWER.)

a. Marriage is a great thing ....

b. Although many marriages are less than perfect, I believe most people should get married..................

Teaching Topics, Vol. 26, No. 1 (Winter, 1977). New York, N.Y.: American Council on Life Insurance, Health Insurance Institute.

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c. Although some marriages do work out, most marriages are unhappy, and people should seriously consider remaining unmarried .... ________

d. Marriage is an outmoded institution and should be abolished .... ________

3. Below you will find a list of statements. Read each one, and indicate whether you agree strongly with the statement, agree somewhat, disagree somewhat, or disagree strongly. (CHECK ONLY ONE ANSWER PER STATEMENT.)

STATEMENTS	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
a. Hard work almost always pays off	____	____	____	____
b. It is perfectly all right to be married and to choose not to have children	____	____	____	____
c. If a woman has children, she shouldn't go to work until they are grown, unless it's an economic necessity	____	____	____	____
d. While there are some exceptions, the statement "Woman's place is in the home" still makes sense	____	____	____	____

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Husband/Wife Chores Inventory

Beside each statement circle "H" if you feel this is something the husband alone should do; circle "W" if you feel this is something the wife alone should do; circle "B" if you feel this is something either or both the husband and wife should do.

1.	Does the dishes	H	W	B
2.	Decides where to go on family vacations	H	W	B
3.	Mows lawn	H	W	B
4.	Does the wash	H	W	B
5.	Decides on the children's bedtime	H	W	B
6.	Fills out income tax at end of year	H	W	B
7.	Decides on arrangement of furniture in home	H	W	B
8.	Puts children to bed	H	W	B
9.	Decides when and for what purposes car is used	H	W	B
10.	Drives a car	H	W	B
11.	Sweeps	H	W	B
12.	Decides what social invitations are accepted	H	W	B
13.	Does outside painting	H	W	B
14.	Dusts	H	W	B
15.	Decides what clothes children should wear on special occasions	H	W	B
16.	Decides on major purchases such as car, TV set, furniture	H	W	B
17.	Decides on interior decoration (materials, pictures, color schemes, and so forth)	H	W	B
18.	Gets children up in morning	H	W	B
19.	Decides when minor household repairs are to be done	H	W	B
20.	Cleans up yard	H	W	B
21.	Cooks breakfast	H	W	B
22.	Decides whom to invite as guests	H	W	B
23.	Cooks dinner	H	W	B
24.	Decides on how much spending money children should have	H	W	B
25.	Decides when and what major home repairs or improvements are needed	H	W	B
26.	Decides on what should be served when company comes	H	W	B
27.	Delivers and picks up children from friends' homes, movies, and so forth	H	W	B
28.	Decides when and what outside work is done in yard	H	W	B
29.	Does inside painting	H	W	B
30.	Does ironing	H	W	B
31.	Decides what husband and wife do on evening out	H	W	B
32.	Puts up screens or storm windows	H	W	B
33.	Cleans kitchen stove	H	W	B
34.	Decides on what chores children have to do	H	W	B
35.	Signs checks	H	W	B
36.	Selects household furnishings	H	W	B

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37.	Takes children to doctor	H	W	B
38.	Decides when and what outside painting should be done	H	W	B
39.	Cleans and washes car	H	W	B
40.	Buys groceries	H	W	B
41.	Decides when and where family goes on outings	H	W	B
42.	Cleans out gutters and eaves	H	W	B
43.	Cleans bathroom	H	W	B
44.	Decides on whether children's school marks are satisfactory	H	W	B
45.	Decides whether or not husband should take a new job	H	W	B
46.	Decides on whether house is neat and nice looking	H	W	B
47.	Buys children's birthday and holiday gifts	H	W	B
48.	Decides when lawn should be mowed	H	W	B
49.	Locks up at night	H	W	B
50.	Sets table	H	W	B
51.	Decides whether or not husband and wife will go out for the evening	H	W	B
52.	Makes minor household repairs	H	W	B
53.	Bakes	H	W	B
54.	Decides how far from home children are allowed to go	H	W	B
55.	Decides how much should be spent on gifts at Christmas or other holidays	H	W	B
56.	Decides which house or apartment is best to move into	H	W	B
57.	Signs report cards	H	W	B
58.	Decides when to put up screens or storm windows	H	W	B
59.	Earns family income	H	W	B
60.	Clears table	H	W	B
61.	Decides what letters to friends need to be written or answered	H	W	B
62.	Moves heavy furniture	H	W	B
63.	Scrubs floors	H	W	B
64.	Decides what shows, movies, and parties children can go to	H	W	B
65.	Decides about things like insurance, savings, and investments	H	W	B
66.	Decides on food budget	H	W	B
67.	Goes to PTA meetings	H	W	B
68.	Decides when and what work has to be done on the car	H	W	B
69.	Does gardening	H	W	B
70.	Makes beds	H	W	B
71.	Decides how to travel when family trip is being planned	H	W	B
72.	Takes out wash and garbage cans	H	W	B
73.	Does canning and freezing	H	W	B
74.	Decides on amounts of contributions to charity or welfare organizations	H	W	B
75.	Decides when children are to be kept out of school	H	W	B
76.	Decides what canning and freezing will be done	H	W	B
77.	Gives spending money to children	H	W	B
78.	Decides when to clean out gutters and eaves	H	W	B

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79.	Acts as host when company comes	H	W	B
80.	Does family's social correspondence	H	W	B
81.	Decides which magazines and newspapers family gets at home	H	W	B
82.	Does minor car repairs	H	W	B
83.	Does mending	H	W	B
84.	Decides on children's gifts	H	W	B
85.	Decides on whether family can afford to go on vacation	H	W	B
86.	Decides on type and model of home appliances (washing machines, refrigerator, freezer, and so forth)	H	W	B
87.	Writes excuses for school absence	H	W	B
88.	Decides which roads to take on driving trip	H	W	B
89.	Writes family business letters	H	W	B
90.	Keeps track of family's social engagements	H	W	B
91.	Decides to whom holiday greeting cards are sent	H	W	B
92.	Decides on ironing to be done	H	W	B
93.	Does major home alterations (plumbing, wiring, and so forth)	H	W	B
94.	Decides on children's music lessons, camp, or after-school activities	H	W	B
95.	Decides on which bills are to be paid first	H	W	B
96.	Decides when to have something special for dinner	H	W	B
97.	Buys children's clothes	H	W	B
98.	Plans garden	H	W	B
99.	Takes care of furnace	H	W	B
100.	Makes or builds things as a hobby	H	W	B

Source: Maximizing Human Potential, California Department of Education.

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MALE/FEMALE ROLES OPINIONNAIRE

This opinionnaire is designed to help you better understand your opinions and attitudes regarding male/female roles. There are no right or wring answers. Circle "Y" for yes, "N" for no, and "M" for maybe.

1. All household tasks should be shared by husband and wife. Y N M
2. Being a good mother is a full-time job. Y N M
3. Wives should not make more money than their husbands. Y N M
4. A good division of labor in the home is for women to do the inside work, men to do the outside work. Y N M
5. Working women take jobs away from men. Y N M
6. It is all right for married women to work, but mothers should stay at home. Y N M
7. It is all right for mothers to work, but only after the children are in school. Y N M
8. The husband should be the head of the household. Y N M
9. A wife should work only if the family is in need of additional money. Y N M
10. When a wife goes to work, the husband should share in household tasks. Y N M
11. Wives should take full responsibility for rearing children so husbands can earn the living. Y N M
12. Women should NOT be trying to work in jobs commonly regarded as "men's jobs." Y N M
13. A woman who competes with men on the job becomes less feminine. Y N M
14. Men who work at jobs regarded as women's jobs (example: nursing) are usually "sissies." Y N M
15. A working wife could offer more freedom for a man. Y N M

Source: Maximizing Human Potential, California Department of Education.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

CONCERN/CONCEPT Marriage/Selection of Mate-Engagement-Weddings

HOMEMAKING SKILLS

- Cultivate relationships with prospective spouse
- Analyze values and purposes of engagements
- Evaluate wedding customs

PROCESS SKILLS	CONCEPTS	STRATEGIES
  MOTIVATION ACTIVITY GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Systems of mate selection in the world	Read *Matrimonial Ads. Write an ad for an intended mate. Using resources, find the various systems of mate selection used in different parts of the world. (Mutual selection, parent-arranged, advertising for a mate, purchasing a mate.) Why do people in other countries like the systems which they use? List advantages and disadvantages of each system. Using resources, list advantages of dating several people before selection of a mate. Define the forms of marriage which have been used from time to time: monogamy, bigamy, polygamy. As a class, list alternatives to traditional marriage on the chalkboard. --Open marriage --Contract marriage --Mixed marriage --Trial marriage --Childless marriage --Marriage with ready-made family Each small group will select one alternative above, and, using resources, prepare a report including a definition, advantages and disadvantages of the topic. Share group report with class.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Alternate forms of marriage (continued)	Which alternatives would you adopt for yourself as an acceptable life style? Why? Which could you not accept? Why not? What are the consequences to society of each type of marriage? What would happen if everyone selected that type of family?
	Evaluating relationships	Using resources, make a list of danger signals in a relationship. See *Danger Signals in a Relationship. Which show incompatibility in interests, values and backgrounds? In groups, choose a danger signal and use practical reasoning process to suggest the appropriate action to take. What could happen if this action were not taken? Using resources, find statistics on how many engagements are broken. Case studies of broken engagements may be used. Discuss the emotional trauma resulting from a broken relationship. What actions help one to recover from emotional hurts constructively? What actions are destructive in nature? Compile a list of factors which couples should compare in their relationship. Consider: -- Family backgrounds - how similar? -- Interests - common ones, individual ones? -- Values - how similar? -- Personality - complement or clash?
	Engagement	Investigate functions to be accomplished during engagement. (Housing, budget, clarification of role expectation, wedding plans, honeymoon plans, getting to know each other's families, application for a marriage license.) What happens when couples do not carry out the functions in an adult manner? How could the functions strengthen a marriage? FHA/HERO - Invite a panel of clergy to discuss engagement counseling.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Weddings	In small groups, choose one type of wedding and plan the wedding on paper. Do out-of-school research as needed.
PR		Using practical reasoning, choose the type of wedding you would prefer. Share decision with class including factors affecting decision, alternatives and consequences and probably effects for self, family, others.

MATRIMONIAL ADS

HD 3.42

ATTRACTIVE BRIDE WANTED FOR AN eligible bachelor (Ph.D. in linguistics, age 27). Bride can be a widow. However, in either case bridegroom wants bride's brother or close relative to marry his sister (age 22, B.A.) who lost her husband even before she went to husband's house. Interested people from any Brahmin community may write at their earliest convenience.

WANTED SUITABLE MATCH FOR BEAUTIFUL, slim, fair-complexioned and lonely Sannadhaya Brahmin girl, 19, studying B.A., of reputable family. Also a good looking bride for her brother doing diploma in civil engineering, final year, age 24 years.

DANGER SIGNALS IN A RELATIONSHIP

* If either of you is frequently (relentlessly) asking questions like "Are you sure you love me? Do you really care about me?"

* If, when you are together, you spend most of your time disagreeing and quarreling.

* If you don't really know each other as persons, or don't relate to each other's ideas, even though you have spent a great deal of time together.

* If you don't get along too well with either your mother or father, and your prospective mate seems to you to be "just like" that troublesome parent.

* If you are really marrying someone to "mother" or "father" you.

* If you find that your decision to get married has been largely influenced by your prospective father-in-law or mother-in-law.

* If you keep having thoughts like "Maybe things will get better after we're married." Perhaps your prospective mate persists in doing certain things that you feel are all wrong. An example would be careless use of money, or failure to keep promises.

* If your prospective mate has behavior traits that you "can't stand" (such as nonstop talking), and you avoid the issue for fear of giving offense.

* If your partner insists that you drop all your old friends and start afresh in building a social life.

* If your mate-to-be seems to approve of your interests and activities but then criticizes you for spending so much time on them.

* If, after you've done some soul-searching, you discover that you are marrying a "sex object," rather than a person.

* If you spend a day alone with your prospective mate (without watching television), and you find it intolerable.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

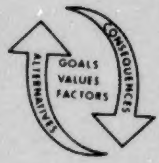
CONCERN/CONCEPT Marriage/Satisfying Relationships

HOMEMAKING SKILLS

- Care for family members
- Care for and improve self
- Manage money
- Cultivate relationships with in-laws
- Encourage enjoyment of family responsibilities
- Guide families in spiritual growth
- Provide moral support for family members

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION ACTIVITY		Design a bulletin board depicting young married couples in various activities.
	Expectations	On one side of an index card write a phrase that represents a personal trait that may be a positive factor in marriage compatibility (likes many activities, takes time to cook breakfast, studies hard). On the reverse side, write some aspect of this factor that may not be discovered until after marriage (spends much time away from home, is late for work, won't tolerate noise). Share cards by displaying the positive factor first and then the "surprise." Follow by discussing ways unexpected qualities may affect a marriage.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES		Marriage partners bring different expectations to a marriage. In small groups, develop lists of things you expect of marriage. Consider a lot of alternatives in each category; for example Transportation (1 car, 2 cars, public transportation, bicycle, motorcycle, other). Develop alternatives for each category: Housing, Wife's education, Husband's education, Career, Major appliances, Sports activities, Civic/political activities, Religious participation, Recreation, future children, Homework load. In pairs, choose one category, add to the list of alternatives and consider consequences for each alternative.
		Role play the following situations.
		--Wife comes home to find no supper cooking, the baby crying, the house in a mess, and the prescription bottles on the table. Wife throws her coat in a chair and

PROCESS SKILLS	CONCEPTS	STRATEGIES
		begins to get angry. What does this mean? --Wife to husband--"Your parents called today and invited us to spend the Christmas holidays with them. But this is the year we go to my parents' home!"
		Which techniques are helpful in promoting better communication? Which do not promote good communication? What would happen in a marriage if the latter were used all the time?
GOALS VALUES FACTORS CONSEQUENCES ALTERNATIVES	Dealing with conflict	Make a list of all the possible behaviors when facing an irritating situation. What are the consequences of each action?
		A counselor asked a group of people what they would do if their spouses left their dirty underwear under the bed. Responses were:
		--"Leave them there until they pile up and smell!" --"Nail them to the floor!" --"Put them in the wastebasket!" --"Leave them there and let her/him run out of clean underwear!" --"Put them in the clothes hamper. What's the big deal anyway?"
		What does the response reflect about the feelings?
		Demonstrate constructive/destructive quarreling. List and identify components of each. (See Family Conflict Module 3.17.)
		Formulate a summary of healthy, constructive responses when minor conflicts occur. Which ones will help you in your family?
		Assess your current response to a minor conflict. How do you react? Based on this assessment, make predictions about how you will react to conflict within early marriage.
	Early adjustments in marriage	Using resources, find if there are common traits of people who experience successful marriages? Do these traits carry through all the stages of the family life cycle? Give examples.
		Debate--Marriage is a 50/50 proposition. Class will summarize main points of the debate.
		IEE--Analyze magazine articles about strengths and problems in marriage. Share with class.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Early adjustments in marriage (continued)	Using resources, name areas requiring major adjustments in marriage. Which are the most troublesome and usually require a longer time to make adjustments?
	Sexual adjustments	Using several resources, answer the following questions dealing with sexual adjustment in marriage. -- What do studies reveal about sexual adjustments in marriage? -- How does sexual adjustment affect total marital adjustment? -- What are some of the variations in social conditioning that affect sexual response? -- Name some day-to-day situations that may contribute to sexual frustration. -- How can family attitudes affect our attitudes toward sex?
CONSEQUENCES ALTERNATIVES GOALS VALUES FACTORS		Many people consider sexual adjustment to be important only in early marriage. Consider how sexual adjustment may affect all life cycle changes. Discuss alternatives for couples who are having some problems in their sexual life. Which courses of action could be beneficial? Detrimental? Use local directories to find where special help can be sought.
	Money	Brainstorm the following vignettes for possible solutions. -- Wife is trying to balance the checkbook, but husband has forgotten to record several checks which he has written. -- Money for living expenses has been depleted and payday is three days away. Milk, bread and peanut butter are needed. -- Wife is full-time homemaker with a small child. She is a professionally trained person. Recently she finds herself more and more on edge due to tight budget. Husband is happy with arrangement.
		Discuss alternatives and consequences of each solution.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Money (continued)	Given a list of material items, rate them from most important to least important to your happiness. Compare lists to see differences. How do goals, values, attitudes, family background and training all affect the importance you place on material items?
PR		Use practical reasoning to determine what a young newlywed couple should do regarding money management. Include the questions of who will manage the money and how the money will be used. Be sure to include factors to consider and to identify values underlying choices.
		Research family money management resources to compile guidelines for use in financial planning. Why can families in the same income level not use identical budgets? (See Economics and Managing Resources Module 2.12)
		Discuss why money is a problem to so many couples.
	In-laws	Make a collage or create cartoons depicting in-law relationships. Do several skits showing in-law conflicts. (Advice, interference in disciplining children, too frequent visits.) How realistic are these pieces of information?
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES		Using resources, list all the alternative ways daughters or sons-in-law treat parents, and the ways parents-in-law treat them. What are the consequences to the relationship of each listed?
		Establish guidelines in building relationships that are sound and mutually respectful.
PR		Use practical reasoning to resolve the role of the husband/wife in developing relationships with in-laws.
		Interview parents whose children have married and left home to find if they had to make adjustments. -- What did you miss most when each child left? -- Did you still have the desire to "parent" them or help them? In what ways?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	In-laws (continued)	--What did you like most about their leaving home? --Did you feel that they were ready to cope with all the challenges of married life on their own? --Did you feel that your child's mate could cope with all the challenges of married life on his/her own? Write a paragraph indicating what attitude you will adopt toward your in-laws. What conflicts do you anticipate from your own knowledge of yourself?
	Adjusting to first child	A family researcher theorized that parenthood marks the final transition to maturity and adult responsibility in our culture (not marriage). React to the theory. Using resources, answer this question - Why do new and unexpected differences arise in a marital relationship when a third party enters the relationship? Life changes in responsibility and routine when a baby enters the family. Invite a young couple to talk about home life with a child, especially daily routines. What are specific responsibilities and adjustments to a child? To a spouse? Interview parents of a child under one year of age by asking these questions. --What changes were you aware of in yourself and your relationship to your baby? To your wife? --What has been most difficult for you? Most rewarding? --Were there differences in reaction based on sex? Using resources, list the skills needed for parenting children. Do these automatically come with being a parent? (See Nurturing Human Development Modules 4.11 and 4.14.)

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Adjusting to first child (continued)	Brainstorm the additional financial responsibilities of parenthood. (Medical, clothing, housing, food expenses.) (See Nurturing Human Development Module 4.12.)
		According to many studies, a major conflict between husband and wife is how to discipline the children. In small groups, research factors to consider in good discipline. Speculate on why discipline is such a concern for people.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Social life/ friends	Discuss the role of friends to a marriage.
		Review all the possible alternatives in dealing with a mate's friend or friends whom the spouse does not like. What happens with each alternative? Which ones could the couple probably accept?
		In small groups plan ways to nurture desirable friendships and to meet new friends. List ways friends can meet each others' needs. (Car pools, shopping together, outings with families, trade-off babysitting, recreational activities together with others, support systems.)
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES		Role play - New Year's Day, husband is glued to television watching football games. Children are vying for his attention. Wife is irritated because she had looked forward to a holiday when they could talk and enjoy each other's company. Analyze problem and alternative solutions.
		Thinking of families you know, in what ways can recreational activities create stress between couples? How can couples resolve conflict over different recreational interests?
		Assuming you are married to an avid bowler and you have no interest in bowling, how will you cope with this situation.
PROBLEM	Work and family	Use vignettes as discussion starters on the effects of work on family.
		--Wife and husband are working different shifts and hardly see each other. Husband comes home after a hard day to find a note with chores to complete, after-school activities for children and suggestions for supper.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Work and family (continued)	--At the supper table the husband sadly reports that John got the promotion instead of him. The family was counting on the raise. Individually complete the following sentences. --My wife has a higher paying job than I do, and I feel... --I just had a call from my husband saying he was bringing a client home to dinner, and I... --Since Amy is just two years old, I feel guilty going back to work but... --I am going to discourage my husband from taking the promotion out of state because my job...
297. PROBLEM		Research to find as many work-related family problems as you can. How can each problem be resolved? What attitudes may need to be changed?
PROBLEM		Debate - the most important thing to a woman is her home. The most important thing to a man is his work.
	Religion	Using resources, identify family conflicts related to religion.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES		In small groups, identify one of the above problems and list available alternatives and consequences. Which alternatives would you choose and why?
		Discuss research findings relating to religion and successful marriages.
PROBLEM	Stages of family life cycle	Make a bulletin board of the stages of the family life cycle. Using a pie-shaped cardboard, divide according to length of years in each stage. Brainstorm major needs and problems of the married couple in each stage.
		Invite a panel of guests, one representing each of the stages, to discuss roles and responsibilities in each stage. Individually chart a description of each stage using resources and the panel member's presentations.

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Stages of family life cycle (continued)	In small groups (one for each stage), identify financial responsibilities peculiar to that stage of the family. Report orally. Which stage may be the most expensive one for most families? How can they meet the additional financial demands? Consider alternatives and consequences. Many of the life cycle stages are categorized by ages of children. How would you create a life cycle category system with children? What would be the milestones? Marriage? Retirement?
	The future of marriage	Using periodicals or other resources, investigate the future of marriage. Compare student findings with the list of Changes in the Family in the 80's. (Elizabeth Simpson.) --Diversity in structure --Low birthrate; later parenthood --Increasing number of women working outside the home --Changing sex roles --High level of family violence --Increasing alcohol and drug abuse --Increasing stress and tension Which do you feel will strengthen the family? Weaken? How can someone your age prepare for marriage? Write a scenario on "Marriage in the Year 2000 A.D." Identify special challenges to the couple in the scenario. Highlight similarities and differences to today's marriages.
	Reflection	In pairs, identify an adjustment area. Identify a major problem to married couples in that area. Write a case study outlining actors to consider in making decisions, alternatives, consequences, values underlying decisions and effects on self, family and others. Present to class in skit form.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Family Relationships?

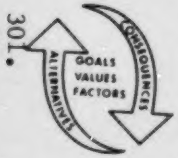
CONCERN/CONCEPT Marriage/Financial Support

HOMEMAKING SKILLS

- Manage money
- Set short and long-term goals for family

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM		Role play the following situations. -- A family with a plan for managing money. -- A family without a plan for managing money. What problems could develop in these families concerning money management? What factors may affect how the family budgets? Brainstorm alternatives to a plan for managing money for the families.
	Terms used in finance	Define terms related to finance. -- Net income, gross income -- Fixed expenses, flexible expenses -- Goods, services -- Credit bureau, credit rating -- Budget, credit, interest -- Better Business Bureau, Consumer Reports -- Premium face value, beneficiary
	Financial guidelines	Identify common financial mistakes similar to those listed below. Rephrase them to become positive financial guidelines. -- Failure to set long-range objectives -- Lack of an up-to-date will and estate plan

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Financial guidelines (continued)	-- "Hanging on" to investments no longer profitable -- Being too greedy when stock is showing a good profit -- Neglecting an insurance program -- Failure to recognize that tax shelters have both drawbacks and advantages -- Not keeping detailed financial records -- Not paying for professional advice. -- Speculating rather than investing -- Failure to follow a balanced financial program. List all the things for which families spend money. Categorize these into fixed and flexible expenses. Research current materials to find guidelines in distributing the family income.
	Financial planning	Describe the steps in setting up a plan for managing money. -- Specific purposes for budgeting -- Items to include -- Assessment of income -- Make decisions on priority of family and individual needs -- Strategies for living within budget. Assess value of a budget based on necessities versus luxuries, needs prioritized, hidden costs, credit use, security and goals and values. Poll at least three families to find out monthly costs of these items. -- Utilities -- Insurance -- Food for number of people in family -- Telephone -- Transportation (car payment, upkeep) -- Water -- House payment Compile a summary of the findings to use in budget planning.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Financial planning (continued)	Carefully select a budget form from resources. Individually attempt a budget. Use the poll findings as guidelines. Use simulated family and income below.
		Make a "Wheel of Fortune" to select family situation for budgeting. Spin wheel to determine order of strategies. Suggested family situations similar to those listed below may be used.
		--Car is totaled - $8,000.00 --Emergency surgery - $400.00 --Sweepstakes winner - $10,000.00 --Fire in kitchen (damage) - $5,000.00 --Income tax due - $1,000.00 --Husband dies leaving debts - $55,000.00 --Theft in home - $1,500.00 --Contact lens - $300.00 --New baby - $2,500.00 --Insurance premium due - $165.00
		Do computer budget simulations.
301. 		Using resources, discover how credit can be both good and bad by listing advantages and disadvantages of use. Under what circumstances would credit be justified? How much?
		What are various types of credit? Cost of each type?
		Telephone the Credit Bureau to find what services they offer, to whom, what is meant by credit rating and value of a good credit rating.
	Insurance	Identify family insurance policies (Auto, Homeowners/Renters, Life, Health).
		In four groups, report on a major type of insurance, answering specific questions concerning each type of insurance, for example - auto insurance: --What types of coverage are available? --Why do new cars require more insurance? --Why do unpaid-for cars require insurance?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Insurance (continued)	-- Why do two or more cars require less insurance per car? -- Why do young drivers have higher rates? -- Why do large cars have higher rates than compact cars? -- Who are "preferred risk" drivers? Why are their rates cheaper? As a fringe benefit, which insurance premiums may be paid by employer? Describe the basic function of insurance - "Sharing the Risk". Define "replacement value". What is meant by the term "insurance poor".
GOALS VALUES FACTORS CONSEQUENCES ALTERNATIVES 302.	Reflection	Use "Wheel of Fortune" again and as you spin, explain how the situation could be handled by the couple.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Self as Parent/Meaning of Parenthood

HOMEMAKING SKILLS

- Reflect on the meaning of parenthood
- Recognize developmental stage of family members and meet needs accordingly

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Design a bulletin board entitled "What is Parenting?" with a collage of pictures of parents and children at a variety of ages. Write short sentences defining or describing parenthood and place on strips of construction paper on the bulletin board. You may add or change these as you learn about the meaning of parenthood. Maintain a journal on your attitudes toward parenting. List at least five questions you have about parenthood. Select two recorders to write your questions on the board. Should you be concerned about parenthood for yourself? Your family? Your society? Do you think studying parenthood is important?
ALTERNATIVES CONSEQUENCES GOALS VALUES FACTORS	Meeting physical needs	Identify the values which underlie these reasons. In four groups, take an age level (1-year-old, 5-year-old, 10-year-old, and 15-year-old). Using resources, list the physical needs for an individual of the age selected and desirable who provides for these needs. Share reports in class. How do these needs and the providers change from one age to another?
	Meeting emotional, achievement needs	Using resources, list and define other needs which children have besides physical needs (emotional, intellectual, love, belonging, recognition, achievement). Role play each of the following situations twice; once with a negative parent response and once with a positive parent response.

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS CONSEQUENCES ALTERNATIVES		After each role play, discuss these questions: -- What need does each child have in the role play? -- What are the consequences of a positive parental response? -- What are the consequences of a negative response? -- "Hey Dad! I made the swim team at school!" -- "Look Mom! My teacher marked a star on my spelling test." -- "Hey Dad! Will you come to Parents night at school? All the other kids' parents are coming." -- "Mommy, look at this picture I made at nursery school." -- "Dad! Would you read me a story?" -- "Mom, let's play catch." -- "Daddy, would you take me with you to the grocery store?" Copy various needs on cards and put in a paper bag or box. Select a card, read it aloud, and tell what a parent could do to provide for the needs. If a parent does not provide for these needs, who is responsible? What would happen if these needs were not met?
	Acting as role models for children	Using resources, define the term "role model." Identify those people who have been role models in your life by answering the following questions: -- Who taught you to do your favorite hobby? -- Where did you first learn to read? From whom? -- From whom did you first learn about sex? -- Where did you learn to play your favorite game? From whom? -- Who helped you understand your religious beliefs? -- Who do you go to when you need someone to listen? What do we learn from role models? Is it important for children to have role models? Why or why not? Do *Parenting Roles. Discuss each question for each case study. Individually write a paragraph with a definition of parenting.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Acting as role models for children (continued)	In groups of three to four, create three examples of situations from your own experience in which you needed guidance or discipline (quarreling with brother or sister, not fulfilling household responsibilities, violating rules). Share these examples with the class. Why is guiding children an important responsibility for parents? What would happen if children were not guided? Using resources, describe a good home environment. Why is it important to provide this type of atmosphere for a child to grow? What happens when this type of environment is not provided? Interview at least five parents (other than your own) using the following: -- What do you like best about being a parent? -- What is most difficult about being a parent? -- Would you choose to have children again if you had it to do over? Why or why not? -- What changes were made in your life when you had children? -- What do you wish you had known before having children? -- What emotional changes did having a child make in your life? Economic? Physical? -- Why did you want to have children? -- Did you make a conscious decision to have your first child? Do you feel that you were ready for children? -- What other comments would you like to make regarding parenthood? Summarize your findings by listing rewards and drawbacks of parenthood on the board. Which of these seemed to be most often mentioned by the parents? FHA/HERO--Write an article for the newspaper explaining your findings and summarizing the rewards and drawbacks of parenthood.
	Role changes of parenthood	Complete *Child Rearing Role Questionnaire. How would taking on these tasks and others you can add to the list change a person's lifestyle? Using your survey results, identify other changes that one undergoes when becoming a parent.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Role changes of parenthood (continued)	Examine the bulletin board "What is Parenting?" Make additions or changes in how you have described parenthood. Write a short paper entitled "What it means to be a parent...." Incorporate parenting roles of individuals who are not the parents (friend, relatives, neighbor).
	Reflection and PR	Write a personal reaction paper regarding your capabilities of being a parent and acceptance of the responsibilities of parenthood.

PARENTING ROLES

Directions: Read each case study and discuss:

1. What parenting roles are portrayed?
2. Who is parenting?
3. Suggest other parenting roles that are not portrayed.

Sandra

Sandra is 12 years old. Her mother and father were recently divorced. She is living with her mother in an apartment and visits her dad every other weekend. June, her mother, is presently in school to become a beautician. June is very attractive and dates frequently. She seldom spends much time with Sandra because she is tired after she has "been on her feet all day." Sandra spends many afternoons after school with a retired couple, Ted and Alice White. The Whites enjoy Sandra's company. Sandra runs errands for them as well as helping with chores around their home.

Juanita and Kay

Bert Lewis is a disabled coal miner confined to a wheelchair due to an accident in the mines several years ago. His wife, Ann, works at the local grocery store to supplement Bert's disability check. The children, Juanita and Kay, attend school in the small town a few miles away. Mr. Lewis fixes their lunch and helps them get ready to catch the school bus. Sixteen-year-old Betty King walks with them to the bus stop. She oversees the Lewis girls' activities to and from school.

Henry

Miss Johnson teaches first grade. Half the children in her room cried the first week of school. She offered them some comfort, but was firm that there were limits. During the winter, the last half hour of the school day was spent helping with boots, buttons, scarves and hats. Henry in particular has had several problems. He has wet his pants several times and will not participate in activities with other pupils. Miss Johnson has met with his parents on three occasions to discuss some plan of action with them for Henry.

Eddie, Barry, Sue, and Jim

Stan and Ellen Jones have been married two years. This is the second marriage for both. Stan has custody of his three boys, Eddie, Barry and Kenneth. Kenneth maintains his own apartment. Stan also has a daughter, Jill, who lives with her mother, Stan's first wife. Since their mom lives far away, Stan's boys usually only see her during the summer vacation for four to six weeks.

Ellen has custody of both of her children by a previous marriage. Sue and Jim are twins and remain very close. Their father contacts them two or three times a week and is generally available to them for help.

Source: Adult Roles and Functions. West Virginia Department of Education.

HD 4.11

Child-Rearing Role Questionnaire

On the left-hand side of the paper, circle M, F, B, or N to identify who did the child-rearing tasks in your own family when you and your siblings were under twelve years of age. On the right-hand side of the paper, circle the initial that identifies how you would like your future family to complete child-rearing tasks. Take this questionnaire home and discuss it with your parents. No answer is right or wrong. This is simply a way for people to compare their expectations.

M = Mother; F = Father; B = Both; N = Neither

Own family			Future family
M F B N	1.	Decide when to have a child.	M F B N
M F B N	2.	Decide how and where to have a child.	M F B N
M F B N	3.	Feed newborn baby.	M F B N
M F B N	4.	Change diapers.	M F B N
M F B N	5.	Do laundry for child.	M F B N
M F B N	6.	Feed older child.	M F B N
M F B N	7.	Put child to bed.	M F B N
M F B N	8.	Give child bath.	M F B N
M F B N	9.	Decide where child should go to school.	M F B N
M F B N	10.	Discipline child who is misbehaving.	M F B N
M F B N	11.	Establish behavior standards.	M F B N
M F B N	12.	Teach child to talk.	M F B N
M F B N	13.	Toilet train child.	M F B N
M F B N	14.	Purchase clothing for preschool child.	M F B N
M F B N	15.	Purchase clothing for elementary school child.	M F B N
M F B N	16.	See that child is well nourished.	M F B N
M F B N	17.	Arrange for babysitting.	M F B N
M F B N	18.	Take children on outings.	M F B N
M F B N	19.	Make sure child does homework.	M F B N
M F B N	20.	Get to know child's friends.	M F B N
M F B N	21.	Participate in such activities as scouting.	M F B N
M F B N	22.	Explain about sex to a girl.	M F B N
M F B N	23.	Explain about sex to a boy.	M F B N
M F B N	24.	Arrange for lessons such as swimming, dancing, music, and so forth.	M F B N
M F B N	25.	Read bedtime stories.	M F B N

Source: Maximizing Human Potential. California Department of Education. 308.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What To Do Regarding Parenting?

CONCERN/CONCEPT Self As Parent/Costs of Parenthood

HOMEMAKING SKILLS

- Set goals and priorities for use of money

309.

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Patty Parent has just discovered a baby on her doorstep this morning, which appears to be only a few hours old. Attached is a note: "Won't you take care of me? I need a home and a parent, too!" What is Patty to do? She thinks she is ready for the responsibilities of parenting, but what about the cost? How much do you think it will cost Patty to raise her newfound child to adulthood?
	Costs of parenting	In groups of 3-4, research the costs of raising a child for the age level your group selects: birth and prenatal, infant, young child, school-age child, high school age, college education or technical school. Using resources including newspaper and magazine articles, divide the room into learning centers and rotate each group around once to each center. Consider these areas of cost: medical, clothing, furniture, food, play items, day care and babysitting and education.
		Using your findings, draw a lifeline for a child from birth to age 18 on the chalkboard. List items needed at each age and their cost. Considering this information, do you think it is important for parents to prepare for the cost of having a child? What would happen if the parent were unprepared or unaware of these costs? Could any of the costs be eliminated? Reduced? Why or why not?
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Alternative ways of meeting the costs of parenthood	Using the lifeline, brainstorm alternative ways of meeting these costs (buying second-hand items, hand-me-downs, buying at Goodwill, making your own clothes, making toys from household items, making your own baby food). How would the costs compare? Would these alternatives mean more of a parent's time or energy in exchange for money? Would you be

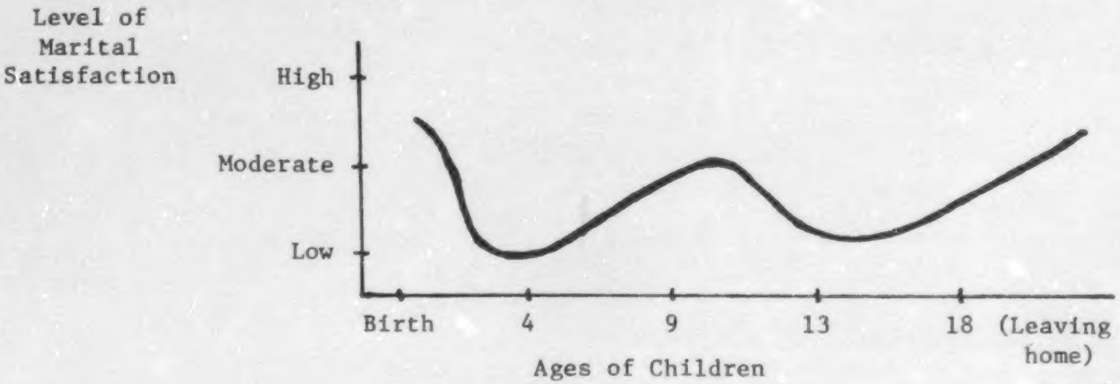
PROCESS SKILLS	CONCEPTS	STRATEGIES
		willing to use some of these alternative ways? Why or why not? Identify the values underlying your reasons.
	Preparing for the costs of parenthood	Using resources, develop a list of ways in which parents can prepare for the costs of parenthood (insurance, savings). Generate advantages and disadvantages of each method of parenthood costs. Invite a speaker from a local social services agency to speak on resources for low income parents. Prepare questions to ask the speaker such as: - What programs are available? - Who qualifies for these special programs? - What requirements must be met to receive aid? - How long does one receive these services?
	Children's contribution to the family economy	In groups of eight, brainstorm the question: "Of what value are children to parents?" Consider the pioneer family of the 1800s and children in developing countries. What do/did these children contribute to their families? How does it profit parents to have children? Read the following case study. Using the practical reasoning process, determine what this couple should do about the cost of having the baby and the expense of its first year of life. How should this couple deal with this cost? Carlton and Shelly, recent high school graduates, are expecting their first child. Both have jobs, but Shelly plans to quit hers when the baby arrives. Carlton's income is about $150 per week. Shelly has saved $250 in a savings account. Carlton and Shelly have a dream for their child to have a comfortable home environment, including nice clothes and lots of cute toys. Shelly already has her eye on a new crib and dresser in a local department store. Make a plan for dealing with the cost of the pregnancy and first year considering these circumstances.
	Reflection	IEE--Write a family case study and develop a budget for one year dealing with the costs of caring specifically for the children's needs in the family.

PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Parenting?
CONCERN/CONCEPT	Self as Parent/Parenthood as Crisis

HOMEMAKING SKILLS

- Analyze effects of parenthood on the family

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM		Rank order the following crisis situations for parenthood by the level of stress it might cause the parents. --A first child is born to a married couple who had planned the pregnancy. --An unwanted child is born to a middle-age couple with no children. --An unwanted child is born to an unmarried teenager. --A handicapped child is born to a married couple who planned the pregnancy. --A first child is born to a married woman who planned her pregnancy and wants to maintain her level of career involvement. --A first child born to an unstable marriage. --A single parent receives a phone call from the police station concerning her eight-year-old son who was picked up for shoplifting. --The parents of a 17-year-old girl discover birth control pills in her dresser drawer. --A young couple in the midst of a divorce both want complete custody of their two-year-old son. --A single parent discovers his six-year-old son has a serious bedwetting problem due to emotional problems. --The parents of a ten-year-old son learn that his best friend has died in a car accident. In groups of two or three, give reasons for your rankings. Identify types of values underlying your reasons. What effect is parenthood having on these people?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Effects of parenthood on the marital relationship	Examine the following graph indicating levels of satisfaction/stress during various stages of parenthood. Generate possible reasons for these trends and list on the chalkboard as a class. Why should we be concerned about parenthood as a crisis for you? For the family? For society? 
	Effects of children on parents' schedule	Interview the parents of a newborn child. Invite them to describe their "typical" daily schedule before pregnancy. Now ask them to describe a "typical" day with the new infant. Consider time needed for the following activities: --feeding --bathing --dressing --changing diapers --interacting with infant --driving to/from babysitter or day care --laundry --food preparation for infant Compare the "before" and "after" schedules. Are there similarities? differences? Write a brief summary including any conclusions you have reached. Interview parents of a four-year-old, eight-year-old, and a teenager. Ask them to describe a typical day of parenting activities (feeding, grooming, social/emotional interaction, reading or helping with school, laundry, transporting, disciplining). Compare time and energy needed for parenting to before they were parents.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Dealing with stress of parenthood	Invite a panel of parents of school-age children and adolescents to discuss parental satisfaction and stresses during these stages. Using resources, define stress. Have you ever experienced stress? How does your experience with stress compare with the stress of parenthood? What might happen if stressful feelings were ignored? What might happen to you? to your family? to society? Invite a speaker such as local clergy or a family counselor to discuss signs of stress and how parents can cope with the stresses of parenthood. Summarize the speaker's remarks by individually stating to the class something new you have learned about stress. Selecting one of the situations from the beginning of the unit, develop a case study. Using the practical reasoning process, determine what the parents or parent in your situation should do regarding their feelings of stress concerning parenthood. Share decision and process with class.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Self as Parent/Readiness for Parenthood

HOMEMAKING SKILLS

- Encourage family members to develop to maximum potential
- Identify factors to consider in the parenting decision

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL	Reasons for deciding to be a parent	Maintain personal journal on parenting. Working in groups of 2-3, take two of the statements listed below and describe what might happen if that were the main reason for having a child. Would any of these reasons be considered as pressures? Why or why not? If so, where do the pressures come from? Yourself? Your family? Society? For each statement, identify the types of values underlying each of these reasons.
SELF FAMILY SOCIETY		- Having a baby will give me an identity and will make me feel needed and special. - A child will give me something to do and something to love. - Through a child, I can fulfill my dreams. - Having a baby will prove my femininity or masculinity and fertility. - Children will give me someone to boss around. - Children will keep the woman in the family in her place - at home.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reasons for deciding to be a parent (continued)	- Having a child shows that the parents are financially secure. - Having a child will make peace with society because it is expected of us. - Our parents want grandchildren. - All our friends are having children. - Children will help to strengthen our marriage. - Children will meet our needs of achievement, fun, excitement, sense of self, emotions and security. - We are willing parents and aware of the responsibilities of parenthood. - We have the time and resources to devote to children. - We want to have children to carry on the family name. - A child will be able to help us around the house. - We could give a child a good home. - We want to have a child and could share our love with it without jealousy. - We want to please our church by having a child. - A child would be a source of love and help to us. Summarize by listing "good" reasons for having children on the chalkboard. Individually rank the reasons in order of importance. As a class, compare and discuss reasons for similarities and differences.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Reasons for deciding not to be a parent	Repeat the above instructions, summarizing good reasons for not having children. - Having a child will interfere with my career. - We dislike children. - Having children is too expensive.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reasons for deciding not to be a parent (continued)	- The world is already overcrowded. - I am afraid that I would not be a good parent. - A child would put a strain on our marriage. - It is too restricting to me to have another person who would be completely dependent on me. - Our lives will become too complicated. - Once you have a child, there is no way out. - We are too busy!
PR	Level of maturity necessary for parenthood	Using resources, determine the level of physical, emotional and psychological maturity necessary for parenthood. Consider age, health, state of nutrition, wanting the child, willingness to do what is best for the child as well as yourself. Using the vignettes below, use the practical reasoning process to determine if the person or couple is ready for parenthood. Explain your reasons by identifying the necessary level of maturity. - A 16-year-old is in love with her boyfriend and wants to give him a child. - A middle-aged, childless woman who puts her career in law above all else. - A newly-married woman who believes a child would make her feel special. - A young man who believes a son could be the baseball star he never was. - A working woman who believes a child would be fun to dress up and fun to play with.
SELF FAMILY SOCIETY	Attitudes and feelings toward children and parenthood	Complete *How Do You Feel About Being A Parent? Summarize your feelings and your attitudes toward children in a short paragraph. What would happen to you if you had a child and you had negative feelings about children? What would your family be like? What would our society be like?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Skills needed for parenthood	Using the letters of the word "parenthood," write essential skills for parents beginning with the letters in the word (p = patient, a = always loving, r = ready for costs). List all the skills on the chalkboard. Add any which are not on the list. Which would you consider to be the top ten skills?
		Write a parent "Want Ad" to summarize your list of essential parenting skills. Make posters advertising for these skills and place around your room or around the school.
	Parenting information	Interview new parents regarding how they learned about parenthood. Compile a list of all these sources and add any which you think might be missing. Collect further data concerning parenthood preparation classes in your community churches hospitals, or social agencies. Invite a panel of representatives from these programs to explain the goals of specific programs. Ask each about the value of educational preparation. Why are these programs important to prospective parents?
PR		Imagine where you will be in five years. Describe your situation as you would most like it to be in terms of marital status, career, activities, and lifestyle, although you will as yet have had no children. Given this situation use the practical reasoning process to determine whether you should or should not have a child at that point in your life.

HD 4.14

HOW DO YOU FEEL ABOUT BEING A PARENT?

DIRECTIONS: Complete the following checklist by placing an "X" in the space provided and indicate your answer for each item listed.

	Agree	Disagree	Not Sure
1. Caring for children is a tedious and boring job.			
2. A good reason for having children is that they can help when parents are too old to work.			
3. It is only with a child that a person can feel completely free to express his love and affection.			
4. Most married couples would be happier if they did not have any children.			
5. Having children gives a person a special incentive to succeed in life.			
6. It is important to have children so that the family traditions will be carried on.			
7. It is only natural that a man should want children.			
8. A couple ought to think seriously about the inconveniences caused by children before they have any.			
9. Always having children around is a great mental strain.			
10. Considering the pressures from family and friends, a person really doesn't have much choice about whether or not to have children.			
11. It is a person's duty to have children.			
12. All the efforts a parent makes for his children are not worthwhile in the long run.			
13. Having children makes a stronger bond between husband and wife.			
14. One of the highest purposes of life is to have children.			
15. A girl becomes a woman only after she is a mother.			
16. It is the parents' fault if their children are not successful in life.			

Source: Tennessee Consumer/Homemaking Curriculum Guide.

HD 4.14

	Agree	Disagree	Not Sure
17. Having children is the most important function of marriage.	____	____	____
18. Children can limit you in what you can do and where you can go.	____	____	____
19. Life for most people would be pretty dull without children.	____	____	____
20. A young couple is not fully accepted in the community until they have children.	____	____	____
21. After becoming a parent, a person is less likely to behave immorally.	____	____	____
22. The first thing a couple should think about when deciding to have children is whether or not they can afford it.	____	____	____
23. One of the best things about having children is the true loyalty they show to their parents.	____	____	____
24. Having children can cause many disagreements and problems between husband and wife.	____	____	____
25. A person with children is looked up to in the community more than a person without children.	____	____	____
26. It is only natural that a woman should want children.	____	____	____
27. A person who has been a good parent can feel completely satisfied with his achievements in life.	____	____	____
28. A man has a duty to have children to continue the family name.	____	____	____
29. A person can feel that part of him lives on after death if he has children.	____	____	____
30. One of the best things about having children is that you are never lonely.	____	____	____
31. Raising children is a heavy financial burden for most people.	____	____	____
32. It isn't right for a couple to interfere with nature by deciding to limit the number of children they will have.	____	____	____
33. When you have children, you have to give up a lot of other things that you enjoy.	____	____	____
34. Before having a child, a couple should consider whether it would interfere with the wife's work or not.	____	____	____

HD 4.14

	Agree	Disagree	Not Sure
35. Having children is a sign of blessing on a marriage.	____	____	____
36. The family with children is the only place in the modern world where a person can feel comfortable and happy.	____	____	____
37. A person who has no children can never really be happy.	____	____	____
38. A boy becomes a man only after he is a father.	____	____	____

Adapted from: Clark, Leon. "The Cost and Values of American Children: A Teaching Module."

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development?

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Self as Parent/Family Planning

HOMEMAKING SKILLS

- Identify factors to consider in family planning decisions

PROCESS SKILLS	CONCEPTS	STRATEGIES
		*Check local school policy before introducing this module.
MOTIVATIONAL ACTIVITY		Survey students in your school concerning their attitudes toward family planning. Compile your answers to the following questions and write an article for Teen Times or your local school newspaper summarizing your findings. -- Do you plan to have children? -- If so, at what age do you plan to have your first child? -- Do you plan to have more than one child? If so, how many? -- How far apart do you plan to space your children? -- Do you consider family planning important? Why or why not? Do *Family Attitude Test. Collect and save for end of module.
		List questions you have about family planning and write these on the chalkboard. Include any questions which were asked by students you surveyed about family planning. Do you think family planning is important? List reasons for your answers and identify the types of values underlying these reasons. Why is family planning important to you? To your family? To society?
ALTERNATIVES CONSEQUENCES GOALS VALUES FACTORS	Factors to consider when planning a family	In pairs, use the following list of factors, and determine which ones would be important to you in your family planning considerations. Rank the list in order of importance. Share your rankings with the class. Are other "couples" rankings

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Factors to consider when planning a family (continued)	the same as yours? Why or why not? -- Health of Parents -- Financial Situation -- Job Security -- Goals in Life -- Age -- Religion -- Family Size -- Spacing of Children -- Special Needs of Other Children in the Family
	Conditions for timing first pregnancy	In groups of five, brainstorm the ideal situation surrounding the birth of a first child. What conditions surround the situation? Consider health, age, want factor, parent preparation, money, length of time after marriage.
GOALS VALUES FACTORS CONSEQUENCES ALTERNATIVES	Options for couples desiring children	Discuss infertility and associated problems. What are the options for parents who want children, but cannot have their own? What would happen if any one of these were selected? List positive and negative consequences of each method.
	Birth control	Using resources, identify and define the function of parts of the male and female reproductive systems. Outline the process of reproduction. With school permission, invite a speaker from a family planning clinic to discuss methods of birth control with the class. Make a chart for these methods including columns for cost, convenience, effectiveness, side effects and special requirements. Collect data from your community concerning where birth control may be obtained and costs for these services. Share your findings with the class.
	Total number of children in a family	Design a bulletin board on the size of families, "Families ... Big or Small?" On one side, display pictures of small families and list advantages and disadvantages of a small family (1 or 2 children). Create quotes from family members regarding these advantages and disadvantages. Display on bulletin board. Do the same with regard to a large family (more than three children) on the other side of the board.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Spacing of children	In three large groups, research the issue of how close or how far apart to have children. The first group will present the case for having children far apart. Group three will demonstrate how to use the practical reasoning process to determine "What should parents do about the spacing of children?" Would you agree with the solution reached by the third group? Why or why not?
	Genetic counseling	Using resources, define genetic counseling. Why should we be concerned about genetic problems for ourselves? Our families? Society?
		Invite a doctor, genetic counselor, or representative from March of Dimes to outline genetic problems, their effect on families and genetic counseling. Prepare a news release for the school parent newsletter or an article for a local paper.
	Reflection	Do *Family Attitude Test again and compare with results the first time.

HD 4.15

FAMILY ATTITUDE TEST

Mark A = Agree
D = Disagree

____ 1. Big families are happier than small families.
____ 2. Parents have less work and worry when they don't have so many children.
____ 3. Children from smaller families are not sick as often as children from larger families.
____ 4. Couples should have many children to help bring in more money for the family.
____ 5. Couples should have many children because their family and neighbors expect it.
____ 6. Couples should decide if they want to have children.
____ 7. Couples should have many children to help take care of them when they get older.
____ 8. There is less worry about the future in a small family.
____ 9. Couples should have big families to carry on the family name.
____ 10. Small families can save money for the future.
____ 11. The world won't be so crowded if people don't have a lot of children.
____ 12. Families should not have so many children so that they can have more room in their home.
____ 13. Couples should have just the number of children that they want.
____ 14. A woman is happier and feels more useful if she has a lot of children.
____ 15. Couples can get ahead in their jobs faster if they don't have a lot of children.
____ 16. Couples get along better if they have a lot of children.
____ 17. A husband and wife can get away from home more if they don't have so many kids.
____ 18. A larger family is better because all the children can help with the work.
____ 19. It is God's will for some couples to have many children.
____ 20. A woman should have a lot of children because it makes the man feel big.
____ 21. A larger family is better because the older children can help out with the younger ones.
____ 22. The mother has better health if she has just a few children.
____ 23. It doesn't cost as much to raise a small family.
____ 24. Large families are good because they help in the community.
____ 25. Smaller families have more money for trips, movies, and other things they want to do.
____ 26. Big families are needed to defend the family and country.
____ 27. Children from larger families get along better with people.
____ 28. Couples can live in a better house if they don't have so many children.

Source: Adult Roles and Functions. West Virginia Department of Education.

____ 29. Children from bigger families learn to get along in the world easier.

____ 30. Having children at least two years apatt is better.

HD 4.15

Family Planning Attitude Test Key

Assign one point for agreement with the following statements:

2.
3.
6.
8.
10.
11.
12.
13.
15.
17.
22.
23.
25.
28.
30.

Assign one point for disagreement with the following statements:

1.
4.
5.
7.
9.
14.
16.
18.
19.
20.
21.
24.
26.
27.
29.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Self as Parent/Adoption

HOMEMAKING SKILLS

- Assess adoption procedures and policies
- Consider alternatives for adoption

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Take a survey in your class regarding attitudes toward adoption. Ask questions similar to these listed. -- If you are planning to have children, would you consider adoption? -- If so, would you adopt children instead of having children of your own? -- If so, would adoption be in addition to having children of your own? -- Is it better for the child who is unwanted to be given up for adoption or be kept with the family? Identify the types of values underlying your attitudes.
	Definition of adoption	Compose your own definition of adoption. Using resources, find the legal definition of adoption and write it on the chalkboard. What are the similarities or differences between your definition and the legal one. What questions do your and other definitions spark in your mind about adoption? List these questions on the board.
	Adoption services and procedures	Research local public and private adoption services. Write letters to each one concerning preadoption requirements, adoption procedures, legal finalization processes, fees, waiting times, and types of children available. Gather your information and present to the class. Invite a social worker or attorney and a panel of adoptive parents to discuss the advantages and disadvantages of adoption as a parenthood option.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Adoption services and procedures (continued)	Research and report to the class on such topics as black market babies, law cases in which the natural parents try to get custody of an adopted child, adopted children's attempt at finding their natural parents.
GOALS VALUES FACTORS CONSEQUENCES ALTERNATIVES	Reasons for adopting a child	From what you learned from the adoption panel, brainstorm a list of reasons parents would want to adopt a child. As each person shares, list the reasons on the chalkboard. Identify the types of values underlying each of these reasons. In groups of three, examine one of the reasons by listing the consequences, both positive and negative, for adopting soley for that reason.
330. PR	Telling children they are adopted	Using practical reasoning, resolve the question: "Should children be told they are adopted?" Think about the following questions as you resolve the conflict: -- Would you want to be told you were adopted? -- How do you think you would feel? -- At what age should a child be told? Why? -- How should a child be told? -- What are the consequences of telling a child when they are younger? Older? Of not telling a child at all? -- Would you want to know who your natural parents are? Why or why not? -- What rights do natural parents have who gave a child up for adoption. Read an article or short story about how parents should tell children they are adopted and report by presenting a critique of the article to the class.
PR	Locating natural parents	In three groups, research cases in which adoptive children have located or tried to locate their natural parents. The first group will explore how the adopted child would feel about the situation, the second will explore how the adoptive parents will feel, and the third, how the natural parents would feel. Create a skit expressing your findings and present it to the class. Using practical reasoning resolve the question: "Should adoptee's birth records be open to them so that they may discover the identity of their natural parents?"
PR	Adopting children with special needs	Examine the following case study and use the practical reasoning process to determine what Jerry and Phyllis should do. Use the questions to help you through the process.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Adopting children with special needs (continued)	Jerry and Phyllis both aged thirty-five have no children and are Caucasian background. Phyllis recently had her third miscarriage and has been told that there is very little probability that she will ever be able to bear children. They have made the decision to adopt a baby but upon contacting their local adoption agency they have been told that they must wait at least three and possibly five years to adopt a healthy white infant. -- Should they consider adopting a non-white baby? An older child? A group of three siblings who may not be split up? A child with physical or emotional handicaps? -- What factors should they consider when making their decision? -- Will the agency be helping them in adjusting to the demands of a special child? -- Will the agency consider if they are capable parents during the placing of the children. -- What special skills would Jerry and Phyllis need if they planned to adopt a child with special needs?
	Reflection	Complete the following open-ended sentences. -- Adoption is . . . -- My feelings toward telling children they are adopted are . . . -- My feelings toward letting adopted children find their natural parents are . . . -- When I see a family who have adopted a child of another race I feel . . . -- My feelings on adopting children with special needs are. . .

HD 4.21e

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development?

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Welfare of Child/Prenatal Care

HOMEMAKING SKILLS

- Identify factors related to prenatal care, labor and delivery

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Recall statements you have heard describing conception, pregnancy, labor and delivery. Post on the board for later reference.
	Terms regarding pregnancy	What would you like to learn about conception, pregnancy, labor, and delivery? List all your questions on the chalkboard. Is learning about these topics important for your? For your family? For society? Why or why not? Using resources, find answers to your questions. Make a crossword puzzle or word scramble for definitions: pregnancy, prenatal, conception, sperm, ovum, ovulation, obstetrician, labor, delivery, embryo, uterus, placenta, amniotic sac, umbilical cord, cervix, caesarean section.
	Signs of pregnancy	Using resources, list signs of pregnancy. Is it important for a woman to find that she is pregnant early in the pregnancy? Why or why not? Find out how the expected birth date for babies is calculated and work through several examples. Summarize by discussing the reliability of this calculation and what actually determines when birth will occur.
	Prenatal care	In small groups, research the effects of the following factors on the developing fetus and the mother. -- Poor diet -- Alcohol -- Drugs -- Cigarettes and smoking -- German measles -- Venereal disease Design a bulletin board entitled "Prenatal Care Is Important." Display pictures of infants stating consequences according to research of specific factors on fetus.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Labor and delivery	Using resources, outline the stages of labor and types of delivery.
	Support systems	In groups debate "The role of the expectant father is important to the health of both mother and child during pregnancy." The first group will present the argument for the statement, the second group will present the argument against the statement and the last group will decide which group has the most acceptable resolution for the family.
		Write "Letters from Your Unborn Baby." Discuss the importance of nutrition during pregnancy and other factors cited that affect the health of both mother and newborn. Follow by locating current magazine or newspaper articles dealing with prenatal care. Share in class and relate to previous learnings.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Reflection	Return to your original list of statements regarding conception, pregnancy, labor, and delivery. Label them as facts, values, or fiction. Identify the types of values underlying those which you have labled "values."

HD 4.22e

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Welfare of the Child/Caring for Infants

HOMEMAKING SKILLS

- Care for infants and small children
- Apply first aid and home nursing techniques
- Show love and affection to children
- Recognize developmental stages of infants

335.

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Display classroom members' baby pictures - Titles: WHO AM I? WHAT ARE MY NEEDS? Respond to this display. In small groups, present a blanket wrapped doll (infant size) to each. Take turns holding and handling the doll. "Imagine this is your infant to raise." Record and report back.
PROBLEM		-- What needs will you need to meet? -- What questions do you have about meeting these needs? -- Do many people share these? -- How do you feel about this responsibility?
		Why should we be concerned about this for self, family, child, community, society?
	Infant physical needs -Feeding	Using resources, groups will research four concerns of feeding. Each group report to class. Bottle feeding/Breast feeding (advantages, disadvantages, equipment needed) Demonstration - holding an infant while feeding and burping What factors affect a mother's decision to breast feed or bottle feed? Scheduling - Scheduling on demand, in schedule as baby grows. Set up schedule for one, six, twelve months.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Infant physical needs -Feeding (continued)	Weaning - report process of weaning and interview three or four mothers on how they accomplished this. Solid food - report introduction of solids, timing, kinds and eating habits, Conduct a taste test on strained, chopped, mixed, Jr. foods, and homemade blender foods.
	Bathing and clothing needs	Individually, using resources, list bath and dressing needs. Chart in three month-periods from 1-12 months. Demonstrate bathing an infant using doll. Display a variety of clothing - different sizes and kinds. Discuss ease of dressing, durability and appropriateness for ages 1-12 months and comfort. Using resources, justify reasons for using: --Cloth diapers (home laundry) --Cloth diapers (diaper service) --Disposable diapers How does this affect baby, parent, family and society (environment)? FHA/HERO - Collect infant clothing or construct for low income family.
	Health and safety	Using resources, chart innoculations for first year. Determine history of innoculation and consequences of decision regarding innoculations. Present display on safety and sanitation precautions for 1-12 months. IEE - Report on choices parents have for infant medical care. (Kinds of doctors, health clinics and the effect of income on choice of infant medical care.)

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Sleep needs	Using resources, describe desirable characteristics of the sleep area. Using three-month periods, chart sleep amounts desirable for 1-12 months. Interview parents about bedtime routine. Do you have bedtime routine for your infant? If so, what effect does bedtime routine have on infants? What effect does it have on the family? How have you solved bedtime with your infant?
	Emotional needs	Using resources, list reasons for crying and what answering cries means in developing trust and security. What leads to the development of trust between parent and infant? (Showing love and affection through caring for them and responding to signals of distress.) Using resources, define personality and traits--aggressive, placid, and sensitive. Identify the personality traits in the following: --An infant who is always on the move, picks himself up after a tumble and tries again. (A) --An eight-month-old wakens to the sounds of his mother in the kitchen. He plays with his stuffed toys, coos, and waits for mother to come. (P) --Child repeatedly tries to get the ball under the sofa despite the odds against him. (A) Brainstorm alternative responses given the different personality traits. Determine consequences of responses for infant.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Physical, social and intellectual development	Using resources, discuss the effects of bonding or attachment when having one care giver versus many. Discuss Child Play as a developmental tool. Create collages showing toys and activities appropriate for each age group (1-3 months, 4-6 months, 7-9 months, 10-12 months). Utilize safety concerns, developmental readiness and costs. IEE--Make up infant stimulation activities for communication, eye and hand coordination games, imitation, trust, using the senses and space games.

337.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Language	Using resources, list factors affecting language development. Discuss.
		IEE--Keep a log on an infant for three months, language development (sounds-words).
	Reflection	What factors affect how parents meet the needs of infants? Search out local organizations that aid in parent meeting infant needs.
		Invite panel of parents (three or four) with infants. (Parents with only one child, third or fourth child, working mother, full-time homemaker, father who shares equal parenting.) Record observations on each phase of infant development--infant needs and how they are met.
		Do case study: Your aunt is just called away at 3:00 p.m. on an emergency and you are given the responsibility of caring for your cousin, seven-month-old Tim, until she returns at 11:30 p.m. What needs will you have to consider and what ways will you meet these? Make a complete report for your aunt (play time, food, sleep, safety and communication).
		IEE--Determine resources available for parents of special needs infants to aid them in growth and development of their infants.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Welfare Of The Child/Caring For Toddlers

HOMEMAKING SKILLS

- Recognize developmental stages of toddlers
- Analyze alternatives for meeting needs
- Eliminate safety hazards in the home

339.

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		By looking at baby books, home movies, photographs and interviews with parents, chart information relating to when toddlers acquired the following skills.
		--Spoke their first word --Put together their first sentence --Were weaned --Were toilet trained --Learned to walk --Learned to dress themselves --Learned to feed themselves
		Compare results.
	Physical and motor skill development	Discuss occasions that individuals have contact with toddlers.
		Brainstorm - What questions/concerns do you have about the life of a toddler? What information is needed to resolve your concerns?
		Using resources, research toddler's skill development and put the acquisition of specific skills on a time line or a bulletin board display (use colorful magazine pictures of skills as well as words).
		Discuss the time variations in normal development. What factors affect the time variation in toddlers?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Physical and motor skill development (continued)	Using resources, chart the toddler's physical development.

AGE	HEIGHT	WEIGHT	PROPORTION/POSTURE	MOTOR AND INTELLECTUAL ACCOMPLISHMENT
18 months				
2 years				
3 years				

Discuss this and use this for further consideration in meeting toddler's needs.

Discuss - What is the parent/parent figure role in developing the physical and motor skills of toddlers?

Using resources, in a written report:

--Select play equipment from catalogs keeping in mind the suitability for toddler.
--Tell what motor skill each toy will help develop and why.
--Explain the safety features of each toy.

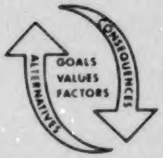
PROCESS SKILLS	CONCEPTS	STRATEGIES
	Intellectual development	Tape interview with a toddler to observe language development. Ask the child questions similar to the following.

--What is your name?
--Are you a boy or girl?
--Where do you live?
--Sing me a song, please?
--What is this? (Show an object to identify.)
--What games do you like best?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Intellectual development (continued)	Play tapes in class. When listening, note whether the toddler uses: --Single words --Single sentences --Long, short or silent reply (The above child could also be used as a playschool activity.) What is the significance of the toddler's speech in terms of it reflecting his/her developing intellect? FHA/HERO - Have a speech therapist visit and discuss the following. --Theories about language development in toddlers. --If parents should correct toddlers --Suggestions to parents on how to encourage language development --Language development --Early speach defects Brainstorm intellectual concepts developed through utilization of various children's toys.
	Social development	Use resources to prepare a bulletin board to illustrate the toddler's social development through play. Include solitary, onlooker behavior, parallel and associative or cooperative. What are the play characteristics of this age as observed in pictures? How do these reflect the social development and individual differences? Using resources, discuss factors affecting the type of discipline to which a toddler best responds. (Age and personalities and prevention versus punishment.) Using *Words That Encourage Children activity sheet, unscramble words dealing with encouraging good behavior.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Emotional development	Observe a toddler with his/her parents at home. Prepare a written report that addresses the following. --How the child reacted when first introduced. --How child reacted when parents left you and the child to play together. --Child's mood over the observation period (consistent, fluctuating or sudden change). --Ways parents describe the way their toddler reacts to new situations, events. Using resources, discuss the characteristics of a toddler's emotional development. How did your toddler's interview compare? Brainstorm suggestions for helping toddlers cope with emotions. Role play situations depicting the following emotions. --Sympathy --Affection --Fear --Jealousy --Separation --Anger IEE - Choose colorful pictures of toddlers expressing emotions. Write a one-page story explaining why the toddler may be displaying the emotion and how to cope with it. IEE - Visit a children's library and obtain five toddler's books relating to coping with a problem. Write summaries of each.
	Nutritional needs	Assign ahead to students - With parents' permission, observe a toddler at meal time and obtain the following information. --Child's age in years and months. --How the child is seated and prepared for the meal. --What is the food intake for this meal? (Obtain record of food intake for the past 24 hours from the parent.) --What does the child do? (Note skill of feeding self.) --What does the child say during the meal? --Observe surrounding activities while child is eating.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Nutritional needs (continued)	Share results with class. What is the caregiver role in feeding the toddler? List answers on the chalkboard. Using resources, identify the need for self-feeding, nutrients, amounts, regularity of feeding, snacks and eating habits. (Individually or by groups.) Compare this knowledge with the child you observed eating. Are there any problems in the child'd food habits. If so, what factors affect the solution? How would these be handled? How may the family influence the child in the following situations? --Father has served Sara (20 months old) green beans. When Sara has just started to eat, Billie, her older brother, refuses to eat his and makes a big fuss. --Mother asks "Would you like a plain hamburger or a hamburger with cheese?" --Billy is on a "no milk kick". Mother said he will have to drink some to grow big. She insisted until he dumped it. --Father served a funny face sandwich with carrot curls. --Milk is not a favorite of Mollie's but mother has her helping to make the vanilla pudding. She enjoys that, especially scraping the bowl. --Darcy has a Strawberry Shortcake colorful plate and cup . She likes to eat the food off the strawberry design because she enjoys the design. Discuss how families influence a child's eating. IEE - Chart food that a toddler has eaten for three days by the basic four food groups. Are his/her nutritional needs met? Tell how to introduce new foods that may be missing or will add greater variety.
	Bath time needs	Using resources, identify the increasing skills developed during the toddler year (1-3) for self bathing. List safety measures that need to be met, equipment needed to help the toddler, and personal habits that can be established to serve as foundation for future hygienic attitudes.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Toilet training	Using resources, identify what the physical and psychological maturity of a toddler has to do with toilet training. In groups, use the practical reasoning prcess to solve the concerns of Amy's mother. Share with class each group's solution. --Amy is two years old and runs to her mother everytime her diapers are wet. This being her first child, mother thinks she should do something about toilet training. What should she do and list equipment that may be needed to solve this problem? What will affect mother's decisions? How will mother know she has made the right decisions?
	Resting and sleep needs	Using resources, compare sleep patterns and habits of the 1, 2 and 3 year old. How are they similar? How do they differ? Group activity - Discuss the following in groups. What are the differences in the following toddler's routines? How might this affect the child? What conditions could affect these routines? How could you deal with these to benefit the child's sleep needs? --Bret has no regular bed time. He goes to sleep on the floor in front of the television anytime from 10:00 p.m. to 12:00 p.m. Whoever is handy washes his face and puts him to bed. He is hard to get up in the morning, gets fussy during the day, but never naps unless he is riding in the car and there is nothing else to do. --Mindy puts her toys away every evening about 7:30 p.m. with the help of mother, father or a babysitter. She then takes a bath, washing most of herself with her duck sponge. Story time (reading or telling) comes next before she is tucked in bed by 8:00 p.m. She rises each morning with family and usually naps or has quiet time early each afternoon.
	Safety/health	In groups, divide the rooms of a house (include yard). Each group identifies the danger areas in that particular area and ways to childproof for toddlers. Analyze specific toys for safety features.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Safety/health (continued)	Interview a pediatrician and dentist, using questions compiled by class, about the major health concerns during toddler years (1-3 years).
		Using resources, discuss influences that health habits and illness have on the development of the toddler - physically, intellectually and emotionally.
	Reflection and evaluation	Complete *How Do Children (Toddlers) Grow?
		Have class individually write reports responding to the following situation.
		--Mark is 2 1/2 years old and the youngest of three children. His mother is ill so you will be keeping him for two weeks.
		Using practical reasoning, identify the problem and factors affecting the solution. What are your values and goals related to his care? What are your alternatives and consequences? How will meet his needs? What are the considerations?

PR

HD 4.23e

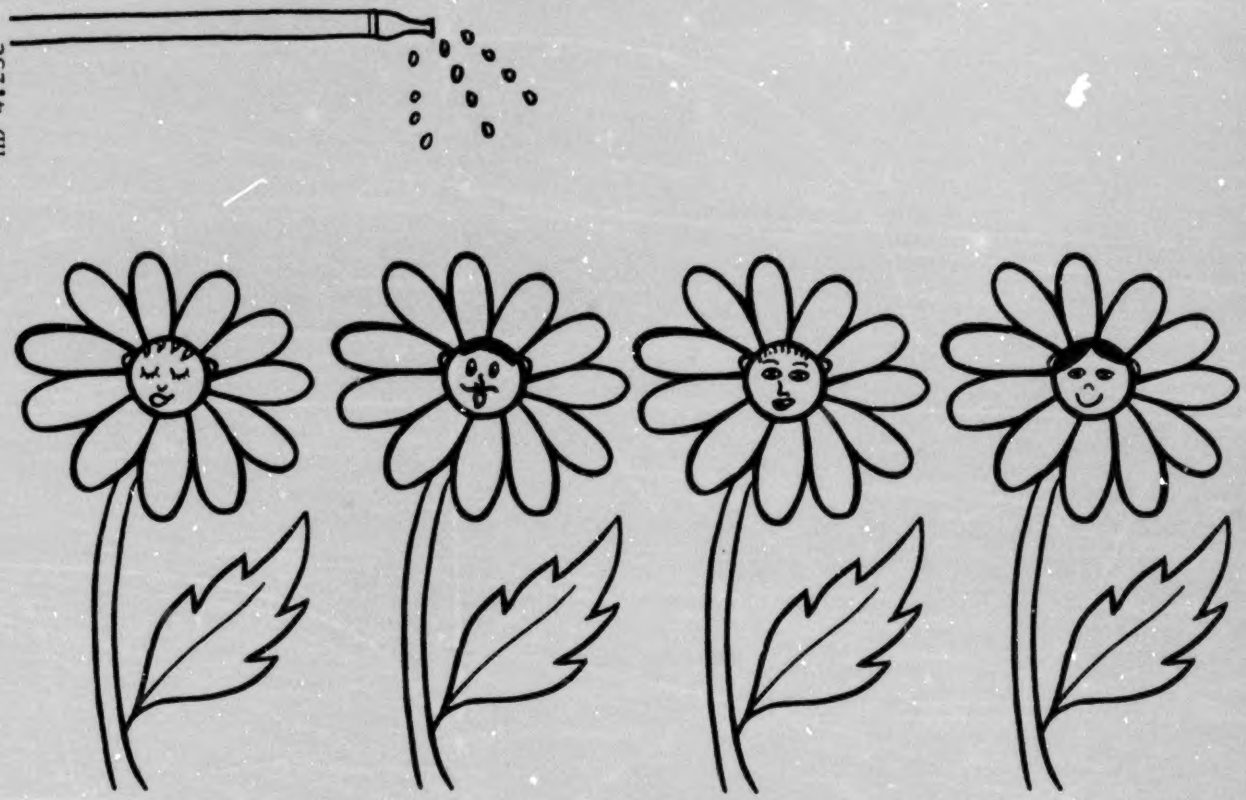
WORDS THAT ENCOURAGE CHILDREN

INSTRUCTIONS: Unscramble these words dealing with encouraging good behavior.

1. oogd _ _ _ _
2. selpae _ _ _ _ _ _
3. tnhka oyu _ _ _ _ _ _ _ _
4. doog diae _ _ _ _ _ _ _ _
5. ryve vecler _ _ _ _ _ _ _ _ _ _
6. hatts griht _ _ _ _ _ _ _ _ _ _
7. lli uby hatt _ _ _ _ _ _ _ _ _ _
8. I erdnaunstd _ _ _ _ _ _ _ _ _ _ _
9. I ikle hatt _ _ _ _ _ _ _ _ _
10. I ma roupd fo yuo _ _ _ _ _ _ _ _ _ _ _ _ _
11. I ma lagd _ _ _ _ _ _ _
12. ouwdl ouy ehlp em _ _ _ _ _ _ _ _ _ _ _ _ _ _
13. infe boj _ _ _ _ _ _ _
14. I gaere _ _ _ _ _ _
15. nfaatstci _ _ _ _ _ _ _ _ _

HD 4.23e

HOW DO CHILDREN GROW?
(TODDLERS)



EMOTIONAL

PHYSICAL

INTELLECTUAL

SOCIAL

Give 10 facts you have learned about toddlers.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Welfare of the Child/Caring for Preschoolers

HOMEMAKING SKILLS

- Identify developmental needs of preschoolers
- Analyze alternatives for meeting needs

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Discuss what children can do at different ages. Think of someone you know (a younger brother or sister, friend's child) between the ages of 4-6 years of age. Give the age and describe what the child is able to do developmentally. Compare your findings with your classmates.
	Development ages 4-6	Working in groups, choose one phase of development: physical, intellectual, emotional, or social. Develop a chart outlining the changes which take place in the years between ages 4-6 years old.
	Physical development	Using resources, chart the growth and motor development of the 4, 5 and 6-year-old. (Use bulletin board or chart so that each area of development will fit together for comparison.)
	Motor skills	Develop a list of activities for the development of large and small motor skills.
	Nutritional needs	Using resources, students plan activities for the department playschool to help teach preschoolers to make wise nutritional choices. --Help prepare the food they will eat. --Plant vegetable seeds, study how they grow and how they are prepared. --Teach Basic Four by making a mobile.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Nutritional needs (continued)	IEE-Watch Saturday morning TV commercials during the children's programs. What food was advertised and what influence do you think this has on the preschoolers' choice of food?
	Clothing development	Plan an activity for a playschool teaching how to make clothing choices. Cut out large paper dolls with a variety of clothes. Dress dolls for seasons, activities, ease of dressing, matching two-piece outfits, fads and others.
	Special physical problems	Using resources, identify special physical problems of preschooler. --Toilet training --Health and safety (immunizations)
	Social development	Using resources, chart the social patterns of the 4, 5 and 6-year-old. Observe a group of preschool children playing. Draw a sociogram and compare results with another student observer. Given the various adults and peers outside the family that the preschooler interacts with, discuss ways in which positive relationships can be encouraged and the possible consequences of these relationships. --Neighbor --Mailman --Babysitter --Church/school classmate --Playschool teacher --Relative --Strangers
	Emotional needs	Using resources, chart the emotional patterns of the 4, 5 and 6-year-old. Write a puppet show illustrating the following emotions of the preschooler. Draw one for each group and present to the class: Love, anger, fear and jealousy. Discuss things to say and do to comfort children in the following situations. --Child has broken a favorite toy. --Child is lost in a crowd. --Child has skinned a knee from a fall. --Child wakens during a storm. --Child is waiting to ge[illegible]n injection. --Child has lost a loved [illegible]e.

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS CONSEQUENCES ALTERNATIVES	Competition	Using resources, list advantages and disadvantages of competition. Write ten statements that adults say to children that promote competition. Share with class. Discuss competition in terms of games children play and sex difference. Develop fantasy worlds--total competition and no competition--determine consequences of both environments.
	Sex stereotyping	Define sex stereotyping. How does expectation of certain sex roles affect the preschooler. Ask preschoolers about "What they want to be" - "What does Daddy do?" What does Mommy do?" Check the playschool storybooks for sex stereotyping. Plan play activities for all children to do equally. (Playhouse, outdoor activities, special toys like trucks, dolls and others.)
	Personality	Using resources, identify personal traits of the preschooler. Discuss ways in which such traits can be developed and enhanced. --Is it reasonable to expect a preschooler to do the task without reminders? --How much help would he/she need to accomplish the task? --How can parents show approval as a reward for completing the task? Do a bulletin board on "Helping Hands."
	Language development	Using resources, chart the language development of the preschooler. In what way can adults encourage language development? What are consequences of environment on this development?
	Communications	Develop a game or toy for preschoolers that will encourage one of the following areas of communication. Share with class and use in playschool. --Speaking --Listening --Non-verbal expressions --Written communication
	Intellectual needs	Using resources, chart the intellectual development of the 4, 5 and 6-year-old (including the components of thinking).

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Intellectual needs (continued)	Draw one of the following and develop an activity to encourage the intellectual development. Actually use these in the department playschool. --Memory --Concepts --Reasoning --Imagination --Curiosity --Creativity --Reading --Art --Music
	Discipline	Discuss the importance of setting realistic rules and being consistent.
		Write a list of rules to be used for the department playschool.
	Education	Identify the preschools in your community. Make a directory.
		Visit two types of preschools or have directors in to show slides.
PR		Using the practical reasoning process and the Ohio "Playschool Guide to "Promote Parenting Instruction" (pages 1-40), plan and develop your department playschool.
	Reflection	After visiting and planning playschools, answer the following question. --Will you send your preschooler to a nursery school or day care? --What factors will affect your decision? How will you solve the needs of your preschooler?
		The Browns moved from out-of-state with their 5-year-old son, Brad. How can they best meet all his needs as a preschooler?
PR		In four groups, take one of the developmental areas of the preschooler, using practical reasoning, give the major needs of Brad and the role his family has in meeting his needs.
		FHA/HERO--Survey your community for recreational areas. As a chapter, plan and carry out a "Play Time" for local preschoolers. Be sure you include activities for preschoolers.
		IEE--Visit a preschool and interview the workers to learn about their responsibilities.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Welfare of the Child/Babysitting

HOMEMAKING SKILLS

- Supervise activities of children
- Apply first-aid and nursing techniques
- Provide appropriate discipline for children
- Show love/affection to children

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Safety	Immanuel, one of the children you are caring for has a nosebleed. He was hit with a ball bat while playing ball. There is blood all over his hands, face and clothes. He is sobbing with fright and the other children are getting frightened too. What do you do? Discuss this problem. List accidents or hazardous situations that have happened on actual babysitting job (on chalkboard). Add to it any others that could happen. Beside each problem brainstorm solutions. (Being alert, always on the scene, not being distracted.) Have nurse/health teacher speak on first aid. Compile lists of community resources to aid you in obtaining safety information and training. (Red Cross, Fire Department, Poison Control Center.) Prepare safety tips in case of fire. (Locate all outside doors, mentally plan escape routes, locate fire extinguishers and smoke alarms.)
	Characteristics of caregivers.	Use popcorn session to compile a list of characteristics of successful babysitters. Brainstorm ideal characteristics for those working in careers with children. Put this in A, B, C, form. (A - alert, B - bright, C - calm . . . zealous.) What knowledge and skills should a babysitter possess?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Careers	Using resources, make a list of career possibilities in Childrens' Services.
		FHA/HERO - Make a display for the Department Showcase/Guidance Office/community for Careers in Childrens' Services and the education or training needed for each.
		IEE - Make a babysitter's kit. Keep a journal of observations while babysitting.
SELF FAMILY SOCIETY	Reflection	In small groups write two skits. Given a 15-year-old sitter with three children (6 months, 2 years and 4 years old), develop a scenario in which the sitter attends only to the physical needs of the child (getting a drink of water, dressing). In the second skit, the sitter plans materials and activities and actively engages with the children (reading, taking for a walk, playing games). As a class discuss the possible consequences of each skit. What are the effects to the children? The parents? Society?

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Welfare of the Child/Prenatal/Neonatal Development

HOMEMAKING SKILLS

- Identify changes during pregnancy and ways of meeting needs of mother and child
- Identify stages of development

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Take the *Prenatal Development Pretest. Using resources, find answers to each questions.
		List questions you have about prenatal development and childbirth. What does a pregnant woman need to know about prenatal development and childbirth? Is this knowledge important? Why or why not?
	Signs of pregnancy	Using resources, list signs of pregnancy. Identify types of tests given to confirm pregnancy, including home pregnancy tests. Is it important to diagnose pregnancy early? Why or why not?
	Fetal development	In nine groups, research each month of fetal development. Report on changes experienced by the fetus, its rate of growth, a description of the development of its body and sensory organs, and its appearance. How big is it? How much does it weigh? Summarize your report by writing a letter to the mother from the baby describing what it is like and how it is developing. Be as descriptive of the environment and the fetus as possible.
		From what you have learned about fetal development, debate the question. "When does life begin?" Does a fetus have human rights from the moment of conception, at three months, six months or at birth? Does a mother have a right to knowingly abort a fetus at any stage? Does a mother have an obligation to maintain her own health during pregnancy? What are the positive and negative consequences of your viewpoints? Identify values which underlie the reasons for your views.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Fetal development (continued)	Trace the physical changes a mother experiences as a fetus develops. Record approximate times for major changes such as beginning to "show," feeling the baby move, and morning sickness.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Prenatal care - medical care	List alternatives for medical care during pregnancy (physician, obstetrician, midwife). Identify factors to consider when selecting medical care. Are all these factors important to you? Should the mother or father alone select the obstetrician, or should the decision be made cooperatively? Identify types of values underlying your answers.
		Working in groups, determine what provisions are made in your community for providing low or no-cost prenatal care. Find out what services are available, when and where, how much they cost, and who may use them. Devise a plan to publicize the prenatal services and to describe their importance for pregnant women (posters, flyers, speakers). Implement one or more of your plans in groups or as a class project.
		Determine when a doctor should first be consulted during the pregnancy. At what intervals are return visits usually made?
		During the first visit to the doctor by a pregnant woman (or mother/father couple), what kinds of questions will be asked? What tests will be done? What will the doctor learn from his examination?
		Find out how the expected birth date for babies is calculated. Work through several examples. Is this date reliable? List what actually determines when birth will occur.
	Prenatal care-personal care	Working in four groups, research one of the following topics surrounding personal care during pregnancy. Investigate the importance of that care including consequences of the lack of care. Formulate questions and answers related to your topic and share in a class symposium. --Rest --Activities (physical) --Clothing --Personal health habits

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PROCESS SKILLS	CONCEPTS	STRATEGIES
	Prenatal care - nutrition	Keep a record of everything you have eaten for three days including snacks. Using resources, determine the nutritional needs for a pregnant woman. Compare these needs with your diet record. --Do you have adequate servings from the food groups to meet the needs of pregnant women? --What must you change to meet the standards? --What body functions would change or be altered if you continued your eating habits and were pregnant? What would be the consequences for the child? --Did you find that snacking enhanced or hindered the nutritional value of your diet?
		Using resources, research the recommended weight gain during pregnancy. How much of the weight gain is attributed to the fetus, the placenta, and supporting tissue? Describe the relationship between the health of the mother, the infant and weight gain.
	Prenatal care - complications	Investigate the factors which cause a pregnancy to be high-risk for mother and baby (diabetes, Rh factor, German measles, age, thyroid). Make a chart illustrating these complications and their causes, prevention, and effects on mother and baby.
		List danger signals or situations in which a pregnant woman should notify her physician (vaginal bleeding, fever over 100 degrees). Why should a physciian be notified under these circumstances?
	Birth defects and problems at birth	Using resources, list environmental influences which cause birth defects or problems for the baby at birth. Using your list, study the effect of one of these influences on the mother and child (smoking, alcohol, VD, drugs, German measles). What are the consequences of ignoring these environmental influences?
		FHA/HERO - Use interviews or printed material to discover what the process of amniocentesis is and how it may be used during pregnancy to detect special situations. Determine where in your area the process is available and for whom. Follow by

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Birth defects and problems at birth (continued)	inviting a woman who has had the procedure performed to tell about her experience and answer related questions which may have arisen. Study characteristics and birth defects which tend to be hereditary (Down's syndrome, sickle cell, Tay-Sachs, hemophilia) or genetically related. Develop picture diagrams to explain how some children may carry or pass on the characteristic, some may be affected by it, and others may neither carry nor be affected. Invite a representative from March of Dimes to discuss preventable birth defects, methods of prevention, hereditary birth defects, and ways which people cope with these birth defects that cannot be prevented. FHA/HERO--Use interviews or printed material to discover what the process of amniocentesis is and how it may be used during pregnancy to detect special situations. Determine where in your area the process is available and for whom. Follow by inviting a woman who has had the procedure performed to tell about her experience and answer related questions which may have arisen. Summarize what you have learned about prenatal care by presenting a seminar to new mothers in your community. Distribute materials on aspects of medical care, personal care, nutrition, complications, birth defects and problems at birth.
	Emotional adjustments	Read the following quotes from expectant parents and identify the conflicting emotions in each situation. --"I have been so excited about starting a family, yet my career will probably be disrupted." --"In a few months my pregnancy will 'show,' yet I will be growing so big and clumsy." --"Yesterday I was thrilled to feel the baby move, but it brought the delivery date into a scary reality." --"I have always looked forward to becoming a parent someday, but now I wonder if I am going to like the change in our lifestyles." --"The baby is a welcome addition to our family, yet I wonder how much time it will require for my wife."

PROCESS SKILLS	CONCEPTS	STRATEGIES
SELF FAMILY SOCIETY	Emotional adjustments (continued)	Using these emotions and your own experiences, brainstorm a list of emotions experienced by mothers and fathers during pregnancy. Why should we be concerned about these emotions for ourselves? Our families? Our society? What would happen if these feelings were ignored?
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES		In three groups, select one of the following methods of coping with the emotions of parenthood and list advantages and disadvantages of that method. Is the method worthwhile for parents? Why or why not? If it is worthwhile, outline a plan of action for parents who are facing emotional adjustments. --Share your feelings --Learn about pregnancy, birth and parenthood --Make decisions before the baby is born concerning expenses, household chores, caring for baby, method of delivery, preparing older children, going back to work, sleeping arrangements....
	Roles in pregnancy	Complete *Attitude Continuum: Role of Father and Others in Pregnancy. Discuss your answers. Are other students' responses the same as yours? Why or why not? Identify the types of values underlying your responses.
SELF FAMILY SOCIETY		Role play each of the following situations twice. The first time, role play a response which you feel would have negative consequences. The second time, role play a response which you feel would have positive consequences. After each set of role plays, discuss as a class which would be the acceptable response. What would happen to you if you used that response? To your family? To society? --A wife is trying to persuade her husband to attend prenatal classes with her. --A husband and pregnant wife are at a party where many people are dancing. Wife is sitting in the corner feeling clumsy and awkward. --A pregnant wife is given many parties and showers and talks constantly of her upcoming delivery while husband feels left out. --A pregnant wife is totally absorbed in reading books and articles about childbirth. A husband arrives home after a difficult day at work. --A concerned husband is trying to convince his wife that she should have a glass of milk for breakfast instead of just coffee.

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS CONSEQUENCES ALTERNATIVES	Labor and delivery	Research the latest birth statistics in your community. How many children (single births) have been born in the last month? How many twins? Triplets? How many children have died at birth or shortly after? What are some possible causes of death during labor and delivery? Using resources, determine the choices of methods of childbirth (LaMaze, LeBouer, use of general or local anesthesia, or caesarean). In groups of three or four, report on each method in terms of preparation, effects on baby and mother and general cost. List positive and negative consequences of each method. Invite a panel of new mothers to class to discuss their experience with each of these methods of childbirth. Were they happy with their birth experiences? Why or why not? Identify beginning signs that labor is about to begin. Using resources, outline the events of the three stages of labor. Plan a field trip to a local hospital to view the labor and delivery rooms as well as the nursery and facilities for new mothers. Upon your return, list various places where delivery may take place (hospital delivery room, birthing room, home birth). Brainstorm advantages and disadvantages of each.
PR	Information and support during pregnancy	In groups of four, identify community agencies and resources on pregnancy and childbirth. Phone these agencies and resources to determine what specific services are available, when and where to go, how much they cost, and who may use them. Include: hospitals and medical care, agencies such as March of Dimes, genetic counseling services, services providing low or no-cost prenatal care, libraries, and parent interest or support groups. Publicize your findings on posters or flyers. Invite representatives from various birth preparation organizations to discuss their philosophies regarding preparation for childbirth and methods of delivery. Use practical reasoning process to resolve the question: "What should be the responsibilities of a pregnant woman to her unborn child?" Write an essay explaining your feelings on the following quote: Birth is not one act. It is a process. ch Fromm

HD 4.26

PRENATAL DEVELOPMENT PRETEST

Directions: Read each item and mark each of the following items "T" for true and "O" for false.

___1. A girl can't get pregnant the first time sexual intercourse occurs.

___2. A girl can't get pregnant during menstruation.

___3. Eating strawberries while pregnant may cause the baby to have a reddish birthmark.

___4. Sleeping on your stomach while pregnant may cause a deformed child.

___5. Twins tend to "run" in families.

___6. Having a baby will bring a couple closer together.

___7. The first 3 months of pregnancy are the most important for a developing child.

___8. A pregnant mother may not have any sexual intercourse from conception until the birth of her baby.

___9. "Mothering" comes naturally to a pregnant woman.

___10. Venereal disease cannot be passed from mother to unborn child.

___11. For every child born, a mother loses a tooth.

___12. Prepared childbirth means getting your body in condition so that you can give birth without any anesthetic at all.

___13. Fathers rarely get "wrapped up" in the coming of a baby, as mothers do.

___14. Women generally lose interest in sex when pregnant.

___15. Simple medications such as aspirin, cough syrup, and cold medicines have no effect on the developing child.

___16. Smoking and alcohol in heavy amounts are damaging to an unborn baby.

___17. A pregnant mother cannot go to parties or enjoy dancing.

___18. A woman should gain 30-35 pounds during pregnancy.

___19. Raising your arms above your head during pregnancy causes the umbilical cord to wrap around the baby's neck.

___20. A pregnant woman is eating for two; therefore, she must eat twice as much.

HD 4.26

ATTITUDE CONTINUUM:

ROLE OF FATHER AND OTHERS IN PREGNANCY

Directions: For each statement check the column which indicates your feelings about the roles of fathers and others in pregnancy.

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
1. The father should learn as much as possible about his wife's pregnancy.					
2. Pregnancy is the sole responsibility of the mother.					
3. The father should be with the mother during labor.					
4. The father should be with the mother during delivery.					
5. The mother should not work during the pregnancy.					
6. The father should do the housework and cooking while his wife is pregnant.					
7. The father should attend pregnancy and childbirth classes.					
8. The mother and father should choose the baby's name together.					
9. The pregnancy process should be explained to children in the family.					
10. Immediate relatives should be kept informed of the progress of the pregnancy.					
11. The grandparents should help finance the preparations for the baby.					
12. Babies should be named for their grandparents.					

PERENNIAL PROBLEM Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Welfare of the Child/Physical Needs

HOMEMAKING SKILLS

- Apply first aid and home nursing techniques
- Maintain up-to-date family medical records
- Identify physical needs of children
- Analyze alternatives for meeting physical needs

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PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY	Need for physical care	Present large pictures of children of various ages (infant-middle school), races, sex, handicaps. View pictures and identify the physical needs of each. List on chalkboard ways parents can meet these needs.
	Nutritional	Read and discuss in class: The Mabry's are expecting a new baby. There are now two children in the family - Tommy, age 3 and Anne, age 10. - What feeding decisions are needed now (Nutrition, - kind, amounts, attitude of parents, attractiveness.), and in the near future to meet the physical needs of the children? - What factors would affect their decisions?
	Infants (0-12 months)	React to this statement: "Fat babies are healthy babies." Record answers.
		Using resources, chart the nutrient needs of the baby and how to meet these needs. What are the risks for fat babies? List effects of poor nutrition on infants.
		Invite resource people from LaLeche League to discuss breastfeeding.
		Invite resource person (bottle feeding mother) to discuss feeding.
		Identify advantages and disadvantages of both. Summarize the conclusion with a collage or other visual presentation.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Age 1 to 12 years	List on the board or newsprint several foods an adult might enjoy. Discuss: (Hamburger, steak, ham, chili, onions, asparagus, brussels sprouts). --Which foods are young children likely to dislike or find unappetizing? --Which foods do you think young children might like? Why? --What might happen if parents or other adults force children to eat food they do not like? How can parents guide in forming good food habits? --What influence does television ads have on children's attitudes toward food? In pairs, plan meals for one day (choosing from age groups toddler, preschool 3-5, early school age 6-9, middle school 10-12) using a variety of resources. Place on large newsprint. Share with class. --Compare similarities in the menus. --What are the major differences? Reasons for differences? In laboratory, each pair prepare and demonstrate to the class one meal from the days menu keeping in mind food appealing to children. Complete this sentence -- "Poor feeding knowledge and skills of parents may result in..."
	Illness/health needs of infants	Using resources available, list infant's illnesses and health emergencies. OR Parent/infant and school or student nurse present a mini workshop to identify: --How parents can cope with infant's illnesses and health emergencies. --Periodical medical check-ups. --Immunization and schedule. --Medical recordkeeping. Class prepare a list of babysitters and/or parents for future reference (Handout used for nursery school parents later in school term).

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Illness/health needs of infants (continued)	IEE or FHA/HERO -- Students observe/aid in adopted physical activities -- Patterning Centers Mental Retardation Center. Develop and demonstrate an activity that would promote physical development in infants. Invite a resource person from parent interaction classes in your area.
	Clothing	Using resources, list clothing needs of children, birth to 12. Identify alternative means of meeting clothing needs.
PROBLEM	Needs for toilet training	Mrs. L. is getting nowhere with her 20-month-old boy on toilet training. She has spanked him when he wets his pants, had told his father on him and shamed him, but nothing seemed to work. What suggestions could you give her? What do parents need to know about Toilet Training? In small groups, research answers to the following questions. --What knowledge about toilet training is important for parents and others who care for young children? --What age or stage of development is easiest to toilet train a child? --How can parent's reactions to and attitude about toilet training affect the child when being trained? Later in life?
	Sleep needs	What do parents need to know about sleep? Using resources, chart the sleep needs for each stage of development. Interview own parents and/or parents of a preschool child to investigate their children's sleep habits. Report these back to class. --What are the differences in sleep habits? --What are these differences? --How do sleep habits affect the child? The parents?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Sleep needs (continued)	IEE - Preparing a child for the hospital. IEE - Research on specific illness (S.I.D., Crib Death). IEE - Prepare food for a sick child. IEE - Make an activity for a sick child.
	Health needs of 1-12 year olds	Using resources, answer the following questions. --What needs are similar to all ages? --Do these health needs change with age? How? --Chart various health and safety problems for each age group (Well child care, immunizations, illnesses, accidents.) --Draw a picture or make a collage of safety hazards. --Make a plan to child proof the house.
	Needs of motor skills	Using resource material, research the following: --Meaning of motor skills --Chart sequence of skill development and approximate age level (0-12 years). Discuss how this knowledge is useful to parent's expectation at various ages, infant stimulation, patterning brain damage, gifted, toy choice and equipment need). As a class, list toys for all ages and identify which will develop large and small muscles. In small groups, investigate infant stiumlation, safety features of various equipment used (car seats, high chairs), and patterning brain damage children. Report back to the class. Identify dangers for children in different age groups (infant, preschool, school age) Discuss need for safety of child vs. need for experimentation.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Needs of motor skills (continued)	Compare the requirements of sleep and exercise of a six-month-old child, a six-year-old child and a twelve-year-old.
	Bath time	Respond to: "There is nothing to bathing a child, anyone can do it." What are bath time needs? Using resources establish criteria for handling bath time procedures for children. Develop a bulletin board showing bath time hazards and how they can be corrected.
	Safety	After observing the behavior of infants and young children to the age of 8, work in groups to identify types of accidents that might typically occur at various ages (birth to six months, six months to one year, one to 3 years). List hazardous equipment and general dangers to children in each age bracket (highchairs, crib slots, poisons, light sockets, flammable clothing). Share lists and use to develop a bulletin board for classroom or school display.
PR	Reflection	Using the practical reasoning process suggest a decision to the problems in the situation given below. Young married couple with child -- she works 20 hours per week, he works full time. Finances are limited. They live in a small two-bedroom apartment. The child is healthy and developing normally. Infant --Breastfeeding versus bottle feeding --Diapers to use --Baby supplies and equipment to buy --Clothing to buy --Schedule of childs' day --Health needs

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection (continued)	Toddlers, Preschoolers and School Age --Feeding --Dressing --Toilet training --Equipment/Toys --Health • What situational factors affect the decision? • Generate alternatives and consequences. • What values underlie each alternative? • What knowledge and skills are important. IEE -- Develop and implement a plan for acquiring further knowledge, skills, and practice which you deem important in meeting childrens' physical needs.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Welfare of the Child/Social-Emotional Needs

HOMEMAKING SKILLS

- Identify social/emotional needs of children
- Analyze alternatives for meeting social/emotional needs
- Teach children to accept responsibility
- Teach children respect for self and others

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Recall a childhood situation in which you experienced feelings of 1) sucess 2) frustration 3) humility. What role did others-parents, siblings, grandparents-have in contributing to these feelings?
	Self concept	A childs' sense of self is influenced by heredity and environment. Using resources, make cartoons and describe how a child's sense of self develops from birth to 12. Define self-concept.
		In pairs, role play parent-child interaction. The child should have a large piece of paper. "I am lovable and capable." As the parent says something which is destructive to self-concept, the child rips away part of the paper. Develop interactions which would begin and go through the day to bedtime.
		Using resources, explain the 1) theory of parent-child bonding 2) developing trust in infants. Analyze why these processes are crucial to a child's development. What is the role of the mother and father in bonding and developing trust?
	Emotional needs	Using resources, chart emotional needs and stages of emotional development of the child 0-12.
		In small groups, study each emotion and describe its development and the role of significant others in developing that emotion. Include fear, anger, sexuality, shyness, temper, guilt, affection and anxiety. Make a collage for the bulletin board illustrating children's emotions.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Emotional needs (continued)	Draw cartoons which illustrate or demonstrate verbal and nonverbal ways of communicating love, anger, affection, security, fear.
		Individually research special problems of childhood. Include thumbsucking, crying, toilet training, jealousy, bedwetting, temper tantrums, nightmares, possessiveness. Share with class.
		Hold a class round robin to identify crisis situations which can cause stress in children (moving to a new home, rejection by peers, birth of a sibling, death of a relative or pet, fear of the dark, divorce or separation). Work in groups to investigate possible approaches to the problems (interview professionals or parents, locate and read books and articles, view filmstrips). Share findings in a class discussion.
		Develop a chart giving alternatives and consequences of responses to common childhood problems or situations. Add to the situations.

Situation	Negative Response	Consequences of Negative Response	Positive Response	Consequences of Negative Response
4-year old spills milk				

PROCESS SKILLS	CONCEPTS	STRATEGIES
		In pairs, choose one couplet from *Parents' Creed and illustrate it with a poster, dramatization, poetry, or other media. Share with class.
	Sexual identity	By the age of 3 or 4, most children have a sexual identity. How might this have been influenced by others?

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PROCESS SKILLS	CONCEPTS	STRATEGIES
	Social development	Using resources, chart the social development of the child, birth to 12. Identify ways of helping children meet their social needs. Observe children at play, recording common forms of their social behavior (bullying, cooperation, shyness, teasing, dependency, aggression). List the social skills you feel are necessary for positive social interaction. Share lists in class and discuss ways these social skills might be developed. Identify conditions that may influence social development (peer-group acceptance/nonacceptance, family support/nonsupport, self-concept, opportunities to interact with others, role preferences in group situations). Then, working in small groups, use what you learned to identify environmental conditions that might encourage optimum social growth. Share ideas in a group discussion. Using resources, study the effects of play on a child's social development. Describe the stages of play (independent, parallel, cooperative) and types of play (dramatic, creative, motor, competitive).
	Moral development	Using resources, chart the moral development of the child, birth to 12. Identify ways of helping children develop moral values. (See reference sheet *Stages of Moral Development.) Describe characters in familiar television shows who would make good and poor role models for transmitting positive moral values to children. Refer to Module 1.17.
	Evaluation	Demonstrate and analyze skills in fostering preschool childrens' emotional, social and moral development in department playschool. (See Ohio Playschool Guide)
	Reflection	Analyze the problem -- "As a parent, what should be my role in meeting the emotional, social and moral developmental needs of my children?" What situational factors would affect your decision? Develop the following situations further and analyze consequences of each of these decisions by a parent. --Totally commit self to child -- sacrifice own needs to childs' needs. (Always preparing childs' favorite food rather than husbands').

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection (continued)	--Try to strike a balance between needs of child, work, marriage, family and personal needs -- attend to own development, the marital relationship, other siblings, and the childs' development. --Assume little responsibility -- let others (grandmother, relatives, welfare agencies, the school) be mostly responsible for child. What values underlie each alternative? What would happen if all parents chose the first alternative? The second? The third? As a parent, what types of knowledge and skills would you need to rear a child from birth to 12? Where could you acquire the knowledge and skills? IEE -- Develop and implement a plan for acquiring further knowledge and skills which you deem important in meeting childrens' social, emotional and moral developmental needs.

PARENTS' CREED

HD 4.28

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.

DOROTHY LAW NOLTE

HD 4.28

STAGES OF MORAL DEVELOPMENT

Why A Child Follows Rules

1. Fear of punishment.

   Example: Julie doesn't take a cookie from the cookie jar because she is afraid her mother will yell at her.

2. Seeks reward -- "I'll scratch your back if you scratch mine."

   Example: Matthew finds a quarter and brings it to his mother. He asks her if he can keep it since he found it.

3. Society's approval -- wants to be a "good" boy or girl.

   Example: Denise cleans her room to surprise her mother. Her mother comes home and says, "Denise, you've cleaned your room. My but you're a good girl!"

4. Conforms to rules because they are there. No notion whether rule is right or wrong.

   Example: Andy went to the refrigerator to get some carrot sticks for a snack before dinner. His brother told him that he couldn't eat anything before dinner 'cause mother told them not to.

In the above four levels, children do right thing for the wrong reason.

5. Follows rules because good for whole of society -- internalized behavior.

   Example: John is driving his father's car west on Montgomery. The traffic is light. He does not see a police car or a policeman on a motorcycle. He can't wait to see his girlfriend. He misses the green light and feels frustrated that he has to wait for the light to change when the traffic is so light. He feels like going through the red light, but then decides not to. Someone might have the same idea and he wouldn't want to cause an accident.

Things That Parents May Do To Help Child's Moral Development

1. Practice what you preach.
2. Be warm, loving and nurturant to child.
3. Teach child general rules or principles (Ten Commandments).

   Example: Honesty -- Do not take anything that does not belong to you.

4. Make value clear so it can be understood at level of child.
5. Make values of parent meaningful to child; give reasons for values held.

   Example: No sex before marriage.
   Why : Because I don't want you to become pregnant, get VD, become too involved. (Finishing college is important to us.)

6. Provide child with feeling of love, warmth and security.

Source: Education for Parenthood, New Mexico Department of Voc. Ed.

PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Parenting?
CONCERN/CONCEPT	Welfare of the Child/Intellectual Needs

HOMEMAKING SKILLS

- Identify intellectual needs of children
- Analyze alternatives or meeting intellectual needs
- Expland educational opportunities through family activities.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM		Discuss -- "What do you need to know about promoting intellectual development in a child?" Present the following situations and discuss using the questions as a guide. --The 11-year-old Jayme squirms in his chair, grimacing as children laugh at him because he cannot do his school work. (Pictures if possible, a boy looking confused.) --The Billings baby boy, Ted, has just been checked by the pediatrician with the report that he is a healthy normal baby boy. (Picture healthy baby boy). --Annie has just completed her kindergarten tests. The principal informed the family that they have a very gifted little girl. (Picture little girl standing by chalkboard of high math.) What do you see as differences in the intellectual needs in the three cases above? How are they alike? --What ways do families have in recognizing the intellectual development of their children? List, using resources. Define intellectual development. Brainstorm in groups: --What do children need to learn in order to function in their world? --Why do they need knowledge? How much knowledge do they need? --How do children learn?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Readiness for learning	Discuss -- "Training is most effective when readiness is indicated." Using resources, identify how to recognize readiness. (Observation, seeing child's point of view, understanding maturity levels, loving relationships.) Identify examples of learning readiness from infant-12 years old. Role play these readiness clues to the class.
	Infant needs	Discuss --"Play is not solely for amusement" Agree or Disagree? Why? Using resources: List the needs for play in the development of an infant. (Builds body, strengthens muscles, refine manipulation and stimulate mental activity.)
	- Language	Chart play activities and toys with communication by months. (1-3, 4-6, 7-9, 10-12 months). Discuss the chart. What influence does environment have on language? List ways families can encourage baby's attempt at speech. Complete toys for children. Match the Learning Activity with the correct age. 1. (F) 3 months A. Play fill and empty and sorting games 2. (E) 6 months B. Play stacking games (blocks, cans, boxes) 3. (D) 12 months C. Play baseball, soccer and other team coordinated sports. 4. (B) 15 months D. Share a cupboard with baby. (Include wooden spoons, pots and pans, magazines, utensils.) 5. (A) 18 months E. Play peek-a-boo with baby and initiate babbling. 6. (G) 2 years F. Key games encourage eye movements, focusing neck and head movements, coordinating hearing, seeing and grasping. G. Simple puzzles, books, push and pull toys.
	- Infant stimulation (through senses)	In groups, plan infant stimulation activity that will help baby in language development and to increase thinking ability. 1) Name Activity. 2) Purpose. 3) Aim of the game. 4) Position of the child and 5) Action - aim of the game. IEE -- Use infant stiumlation activities with an infant over a couple of months. Record by charting.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	- Infant stimulation (continued)	IEE -- Visit a day care center to observe infants, especially looking for intellectual stimulation.
	Toddlers' needs	Identify the various tests given to children to measure intelligence. (Have school nurse or doctor present resources). How reliable are these tests? How are test results useful? Are there disadvantages in knowing? Discuss relationship of culture and environment to test results.
	- Components of thinking	Using resources, list the components of thinking. In groups take one component and develop a learning to stimulate each. Share with the class and add others. (Attention, memory, perception, reasoning, imagination and curiosity).
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	- Assume responsibility	Discuss factors which affect teaching responsibility. What are the consequences of no responsibilities? Brainstorm ways of teaching this. (Care of toys, practicing reliability.)
	- Speech development	Compare speech development of the 1, 2 and 3-year-old. Observe toddlers for speech development. Record and discuss. (Observe while babysitting, visiting families with toddlers, and in malls and other stores.)
	- Labeling evidence of mental ability	IEE -- Design a book for toddlers to stimulate their labeling. Use large, simple pictures they can see and identify.
		Present books to a hospital for the pediatric ward.
	- Developmental handicapped	Using resources, identify signs of developmental handicaps. Investigate resources available in the community for families who need help.
		Have a speaker from the community developmentally handicapped center. Students prepare questions and plan a project for the center.
		Compare preschool learning to toddler's learning. What are the differences? Use resources.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Preschoolers intellectual needs -Creativity -Schooling	List ways adults and/or others foster and stifle creativity in preschoolers. Make up role playing situation to encourage creativity. Present to class. Use list for babysitting and/or for giving to department playschool parents. Develop a guide of activities offered within the community for infants and toddlers, preschool and schoolage children. (Use local phone book, Chamber of Commerce, local church, School's enrichment programs, Business/civic athletic programs.) Identify the types of educational facilities available to children in your community. Compare lists. (Montessori Schools, Day Care - public funded, profit making, family: Head Start: nursery schools -- private profit making, private non-profit, parent cooperation, and lab nursery schools.) Determine care philosophies of each related to learning. Brainstorm ideas to make a survey sheet for checking the educational facilities available to children. (Name of facility, type, ages participating, education of teachers, size of facilities, student/teacher ratio, philosophy, discipline, cost-provisions for food, rest and play, and licensed.) Visit three preschool facilities. Use survey sheet designed by students for observation. On return, compare information and the schools which are appropriate. What factors influence whether a parent uses an educational facility or keeps the child home? How will this affect the child? Invite a guidance counselor for the school to speak on the testing programs to establish the placement levels of students and how the various levels of intelligence are planned into the system. (Learning disability, special education, enrichment programs, mainstreaming). Compare this school educational placement with others. Plan department playschool. Use resource book "Playschool Guide to Promote Parenting Instruction," Ohio Department of Vocational Home Economics.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	- Schooling (continued)	Hold program for the number of days suited to your local program. Include individual observation of children (use resource book). Lead playschool activities for stimulating learning. (Meeting basic needs, helping, guiding, feeding, leading free play, story times, exploring, music and interacting with parents.)
	Concepts	Locate definitions of the word "concept." List several concepts one might include in a preschool curriculum (verbalizing, shapes, numbers, science principles, nutrition, alphabet). Working in small groups, develop play activities, including equipment, which would effectively introduce the concepts to children. Use your ideas in a preschool setting. Evaluate results by summarizing the planned and unplanned learnings which took place as a result of the activities.
		Ask children of various ages to draw pictures that illustrate their answers to questions about their environment (Why does it rain? What are stars made of? What lives in the sea? What is home? Where does fog come from? What is a cloud?) Compare drawings of the age groups, discussing differences and similarities and possible factors that influenced formation of the concepts. Use your observations to develop one or more generalizations about the progression which takes place from concrete to abstract thinking.
	Storytelling	Working in groups, investigate storytelling techniques, identifying several effective approaches. Try out the techniques on a gorup of preschool children and evaluate results. Use what you learned to write a brief children's story, including illustrations, if you wish, and tell it to the rest of the class.
	Art	Hold a class round robin to think of statements you have heard adults saying about children's art (But cows aren't purple. That doesn't look like a house to me. What are you drawing? I like that color, but tell me what it is.) Determine which statements create positive feelings and encourage creativity and which do the opposite. Make suggestions for changing negative statements to positive ones.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Roles of parent	Write a short essay entitled "A Parent Is a Child's First Teacher, " describing the impact parents have on their children's intellectual development. Share essays and summarize steps previously identified that parents can take to encourage their children's intellectual development.
	School-age intellectual needs	Using resources, chart the general intellectual achievement of the 7-8 year old, 9-10 year old and 11-12 year old. How does it differ from younger children?
	Stimulate learning	Brainstorm ways to stimulate learning for the school-age child (6-12 years). Divide into two groups -- List activities provided by the family at home and in the community.
	Sex education	Survey the class (written) as to how they received their sex education, from whom and at what age. Discuss who should take this responsibility. Discuss most appropriate way. (Use proper names for body parts, tell only what they ask, not adding extra information.)
	Reflection	Choose one of the three cases on the beginning of the module and discuss the following questions. What is the responsibility of the family for intellectual development? Identify the problem. What are the factors affecting the problem? What are the parents' choices? How could it be different? How will these decisions affect the child's future?

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Welfare of the Child/Guiding Children

HOMEMAKING SKILLS

- Provide consistent and appropriate discipline for children
- Encourage family members to develop to maximum potential.
- Give compliments for task well done.
- Teach children respect for self and others

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM		Read the vignettes.
		- Suppose it's your four-year-old and your new sofa. The plastic on one of the sofa arms has been punctured by the sharp point of a pencil, fourteen holes in all. The holes do make a "beautiful" design, if you like that sort of thing.
		- Your eight-year-old comes from school, or was it a tornado that swept through the living room? A sweater on the floor here; books half-on-a-chair, half-on-the-floor; boots dumped.
		- Your three-year-old has just run his tricycle into the 4-year-old girl next door. She is crying while he is riding on like nothing happened.
		What are the parents' concerns about guiding children in these cases?
		Record the students' responses on newsprint or chalkboard. (Communication with child, child's viewpoint, age and personality, changing behavior, discipline needed, punishment appropriate limits set and parental attitude, consistency.)
	Attitude toward guidance	Individually do, *Guiding Behavior of Children Attitude Inventory.
		In small groups, share responses and reasons for those responses. Do the differing responses indicate differing parenting methods?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Goals of guidance and resulting behavior	Individually describe and list what you think would be successful behavior traits by age eighteen. (Self control, independence, communication, respect for self and others.) In sharing these, what parenting methods are needed for guidance?
	Parenting and guidance techniques	Individually do; *Parenting Methods using information provided there. As a class, analyze the consequences of each of the nine responses. Identify parental values of various responses. IEE - Observe parents with children at a mall, grocery store. Identify parenting methods observed. Using resources, develop guidance techniques for the preschooler. Individually describe and demonstrate a technique. See *How Well Do I Guide Children guidance techniques to desirable behavior, for additional guidance techniques to desirable behavior. Use this as observation sheet with those working with young children. Demonstrate guidance techniques in the department playschool (Refer to Ohio Department of Vocational Home Economics "Playschool Guide to Promote Parenting Instruction".
	Communication skills	Individually complete *Communication With Children , activity sheet. Rephrase the statements and questions, share with the class. To reinforce this, in pairs, rephrase the following questions and role play. --Don't ride your tricycle that way. --Don't pull the cat's tail. --Do you want to eat. --Do you want to take a bath? --You are a slob with this messy room. --You selfish hog. You're always hogging the phone.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Methods of changing behavior discipline	Using elements of discipline, education, rewards and punishment or natural consequences; as a group, decide which element is being used by the parents' remarks or actions. --Since you cannot leave, stop teasing your brother, go to your room until you may come out and play quietly with him. --You went to bed for your nap so cooperatively today and slept so long, here is a nice cold fruit drink for you. --Looks like you are having trouble with that job. May I show you how to do it easier? --Mother walk T.J. back across the street after he ran without looking. Stop and look both ways before crossing the street. Is there anything coming? Okay, you may cross now. --Sorry you ran out of money this week, no more allowance until Friday. What is meant by "Punishment should match the crime"? Compile a list of disobedient or unacceptable behaviors of children ages 3-12 and brainstorm appropriate behavior methods of handling the problem. (Have the child help clean up the milk she or he spilled, instead of spanking and sending him/her to bed without supper.)
PROBLEM	Reflection	Determine the parenting method you would use when: --Small child runs into the street --Child is painting pictures on the walls. --Child wants to play with a friend after school. IEE--Keep a log of discipline problems over a period of 15 hours of babysitting. Record your reactions and response to solve them. FHA/HERO--Provide a babysitting service for parents and teachers for open school board meeting or community meeting using methods and techniques of parents.

HD 4.30

GUIDING BEHAVIOR OF CHILDREN
ATTITUDE INVENTORY

Individuals have a variety of attitudes toward the guidance of young children. Indicate how strongly you agree or disagree with each of the statements below by circling the appropriate letter. Circle "A" if you strongly agree, "a" if you agree, "?" if you are undecided, "d" if you disagree, and "D" if you strongly disagree.

A a ? d D 1. Parents should begin to train children at an early age for the responsibilities of adulthood.

A a ? d D 2. Parents' wishes should be considered before children's.

A a ? d D 3. Parents should try to get children to ehlp with work around the house, but it is usually more trouble than it is worth.

A a ? d D 4. Children should be punished for misbehavior.

A a ? d D 5. Children should be required to eat the food that has been prepared for them.

A a ? d D 6. Children probably should have money even though they will usually spend it foolishly.

A a ? d D 7. Parents should be willing to guide and assist with their childrens' activities.

A a ? d D 8. A certain amount of disorder is to be expected in a home with active young children.

A a ? d D 9. An important aspect of discipline is helping the child learn to control his own behavior.

A a ? d D 10. Children should be encouraged to assume new responsibilities as they show readiness and interest.

A a ? d D 11. Children may disagree with their parents, but it is best to just ignore them when they do.

A a ? d D 12. Children should be required to finish all their household chores and homework before they play outdoors with their friends.

A a ? d D 13. Most children will often need physical punishment.

A a ? d D 14. Children should not be allowed to express disagreement with their parents.

A a ? d D 15. Children's secrets are not important enough to worry about.

HD 4.30

PARENTING METHODS

I. TERMS AND DEFINITIONS

A. Parenting methods -- a process of disciplining and rearing children learned from personal experience with one's parents, society, professionals, and/or information gained from magazines, books, parent education classes.

B. Authoritarian -- a parenting method in which the parent is "the boss," the defender, and rulemaker; the parents' word is law, not to be questioned and misconduct is punished.

C. Permissive -- a parenting method which gives a child freedom of choice in his behavior and makes the child responsible for the behavior he chooses; discipline is lax.

D. Democratic -- a parenting method in which the parents set limits and enforce rules, but they are also willing to listen to a child's requests and questions; freedom of expression for all individuals involved.

E. Discipline -- a process of controlling a child's behavior so that he can conduct himself appropriately in the presence of others and to help him become an effective member of his family and society.

Distinguish between kinds of training patterns listed below by placing the correct letter in the blanks provided. Use "A" for authoritarian, a "P" for permissive, and a "D" for democratic.

____ a. Ignores questions.

____ b. Is characterized by a "hands-off" policy.

____ c. Stresses cooperative sharing and guidance.

____ d. Considers crying a signal of distress.

____ e. Begins with leaving baby alone when it cries to avoid "spoiling it."

____ f. Answers questions honestly.

____ g. Sets few, if any, limits or boundaries for the child.

____ h. Gives increased trust, freedom, and responsibility to teens.

____ i. Bosses more as child grows older.

HD 4.30

HOW WELL DO I GUIDE CHILDREN?

Name____________________________

Situation_________________________

Date____________________________

Directions: Place a check (✓) in the appropriate column for each of the techniques you observe being used (or used or failed to use yourself). Check each time a technique is used.

Guidance Techniques (Helps) to Desirable Behavior:	Used technique	Failed to use when needed	No opportunity to use	COMMENTS
1. Gives reasonable, positive directions, suggestions.				
2. Is consistent in giving directions.				
3. Explains clearly and simply				
a. What is happening.				
b. What is going to happen. . . .				
c. Answers questions.				
d. Reasons--why				
4. Explains and/or shows how to act				
a. Sets limits.				
b. Shows correct way to do things.				
5. Expects satisfactory behavior . .				
6. Gives all the freedom possible. .				
7. Lets child have experiences . . .				
8. Helps child when it is needed. . .				
9. Gives approval to child(ren) . . .				
10. Gives affection				
11. Shows acceptance of children and their individuality				
12. Recognizes accomplishments. . . .				
13. Redirects undesirable activity. .				
14. Uses questions only when child has a choice.				

I use these techniques easily: (List 2)

I need work on these techniques: (List 2)

Prepared by Dr. Janet Laster, Ohio State University.

HD 4.30

COMMUNICATION WITH CHILDREN

1. Translate these DON'TS into DOs.

Don't drag your sweater in the dirt. ____________________

Don't scream at me. ____________________

Don't talk with your mouth full. ____________________

Don't run in the store. ____________________

Don't talk back to me. ____________________

2. Change the belittling comments in these illustrations to one which would build confidence.

Mary broke a glass when she was drying the dishes: "Don't be so clumsy.

____

Four-year-old Susie wet her panties: "You're a bad girl."

____

Bill bumped a tree when he was mowing the lawn: "Can't you ever do anything right?" ____________________

3. Restate the questions following these situation statements to give a choice which you can accept.

You are visiting and you expect Katy to wear one of two dresses:

"What do you want to wear?" ____________________

____

You are having dinner in a restaurant and have a limited amount of money to spend: "What do you want to order?" ____________________

____

You feel it would be best for your daughter to go to a public residential college. "Where do you want to go to school?" ____________________

____

You are visiting with your four-year-old and you have to leave in order to meet an older youngster at school: "Do you want to go now?"

____

PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Parenting?
CONCERN/CONCEPT	Welfare of the Child/Children and Television

HOMEMAKING SKILLS

- Analyze effects of television on children
- Expand education opportunities through family activities
- Supervise the activities of children

PROCESS SKILLS	CONCEPTS	STRATEGIES

MOTIVATIONAL ACTIVITY

Read each of the statements below and decide whether you believe it is true or false. Are these statements facts or opinion? Keep your answers for further reference.

--When watching TV, children can tell the difference between reality and fantasy.
--Children spend too much time watching television.
--Television advertising aimed at children unfairly misleads them.
--Watching television adversely affects childrens' reading and communication skills.
--Television promotes traditional racial, ethnic, and sex-role stereotypes.
--The prevalence of sex and violence on television has a harmful effect on children.
--Next to parents, TV is the child's most important teacher children have.

PROBLEM

A recent survey revealed the following statistics:

--98% of U.S. homes have at least one television set and nearly one-half of them have two or more.
--Toddlers view more than 30 hours of TV programming a week.
--Children under the age of 12 average 25-28 hours of TV viewing a week.
--Saturday and Sunday morning children's shows account for only 16% of children's television viewing.
--The average high school graduate will have logged up to 20,000 hours of TV viewing (350,000 commercials) and 11,000 hours of school.
--Children spend more time watching TV than any other activity except sleeping.

Do you feel that these statistics are realistic? Did they surprise you? Do you think that children watching television is a problem in our society? Why or why not?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		What do we need to know about the effect of TV on children in order to make decisions for the welfare of our children? List questions on the chalkboard. Why is this issue important to us? Our families? Our society?
	Children's perceptions of television	Watch a television show with children. Record their reactions: Are they excited? Disturbed? Confused? Talk with children about their thoughts of the program. --What did you like (dislike) about that TV show? --Do you think what you saw might really happen? --Are you like any of the characters in the show? --Would you do what they did? --What do you think about the way the situation in the show was handled? --How do you think your family would have wanted you to handle the situation if you were a character in the show? Summarize your feelings about how children's perceptions of TV differ from adults.
	Children and advertising on television	Interview a child about his/her views on TV commercials: --Name your favorite commercial. --Why do you like this ad the most? --What information have you learned about the product in the TV ad? --Have you ever tried (owned) this product? --Do you believe it is as good as the commercial says it is? --What would add or subtract from your favorite commercial? After your interview, complete the following sentence: I believe the influence of TV commercials on children is ......
	Children's time spent watching television	Monitor a child's TV viewing time. Record the name of the show, time of day, time watched, type of show, whether you believe it was worthwhile or wasteful, and other possible uses of time. Share your results with the class. Draw conclusions concerning children's TV viewing time. How do your findings compare with those statistics cited earlier? Are there any shows children watch which the class agrees are beneficial to children? Why or why not?

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS CONSEQUENCES ALTERNATIVES	Values and stereotypes portrayed on television	List values you believe are being taught to children by television (parents and children may talk about problems, children may develop different sexual mores from these of their parents, hitting others is an acceptable way to solve a problem). Assign each a rating using the scale: 5 -- Strongly want to encourage this value 4 -- OK if child accepts this value 3 -- Neutral about the value 2 -- Don't want child to hold the value 1 -- Want to strongly discourage this value. Identify the types of values in your list. Why should you be concerned about the values which are evident in TV programs for young children? List TV shows commonly watched by children and use the list of values to identify which ones are portrayed in each show. Also note any stereotypes which might be evident (sex-role, ethnic, racial). What can children learn from television? In groups of 3-4, check which shows you would let children watch alone, which you would allow a child to watch with a parent, and which would not be acceptable for children's viewing. Give reasons for your decisions and identify values which underlie your reasons. In seven groups, select one of the following issues per group and prepare a class presentation on the topic. Use resources to find your information. --Can children tell the difference between reality and fantasy in television? --Do children spend too much time watching TV? --Does television advertising unfairly mislead children? --Does television watching affect children's reading and communication skills? --Does television perpetuate damaging racial, ethnic, and sex-role stereotypes? --Does the prevalence of sex and violence on television have a harmful effect on children? --Who should regulate children's television, how, and to what extent?

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Values and stereotypes portrayed on television (continued)	Invite a panel of resource people such as television station managers from commercial and public stations, advertising agency directors, child psychologists, PTA representatives, and special interest group representatives to participate in a symposium on children and television. Use the following questions to spark discussion. --How is your organization involved in children's interests concerning television? --What is the parents' role or responsibility in determining what children watch? --How are decisions made regarding children's television programming? --What specific steps can be taken by individuals or groups to ensure the quality of television programming and commercials for children? --What do you believe is the impact of television on children? --What kind of legislation, if any, would protect children's interests in television? Summarize by having each individual tell one new fact he/she has learned about the effect of television on children. List alternatives for parents who must make decisions regarding TV viewing for children. On the chalkboard, list advantages and disadvantages of each alternative using what you have learned from your experiments with children, the group presentations, and the symposium. As a class, decide which is the best alternative. If everyone in the world were to make the same choice and act on it, what would be the consequences for individuals, families and society? Imagine that you are a parent with two children ages four and ten. You have accepted the alternative of letting your children watch TV with parental discretion. In other words, you have the final decision concerning what they watch and how long they watch. However, you are frustrated because you cannot screen commercials. Also, it is impossible to keep up with television and some offensive programs slip by you and are seen by your children. You decide to take action. What can you do? Outline a plan of action for you and other concerned parents to follow (write letters to networks, join public interest groups, contribute to public service advertising or support research on the impact of TV on children). FHA/HERO--Produce a TV show for a local public TV station on the effects of television on children.

HD 4.32

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Welfare of the Child/Special Needs

HOMEMAKING SKILLS

- Identify needs of a handicapped child
- Analyze alternative for meeting needs of handicapped child and parents of handicapped child
- Utilize community programs that support the family

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Assume the roles of persons with these handicaps: deaf, blind, wheelchair victim, on crutches. What special problems did you encounter? How would these be different for a young child?
	Types of handicapping conditions	In small groups, investigate categories of special needs of children: --Communication disorders (hearing, speech, visually impaired). --Learning disabilities (dyslexia). --Mental disorder (retardation, giftedness). --Emotional/social disturbance (problem behaviors). --Physical handicaps or special health problems (paralysis, accidental injuries, Down's Syndrome, epilepsy). --Environmental handicaps (child abuse, neglect, economically deprived).
	Parenting skills	Report to class. Following each of the reports, as a class, compile a list of special parenting skills needed. Compare the class list to see if these points were mentioned: The need for parents to 1) re-evaluate what is important in life, 2) accept the child's handicap, 3) recognize the child's limitations -- be realistic, 4) treat as an equal member of the family, 5) provide opportunities for the child's development, 6) seek support groups/professional organizations.
PROBLEM	Parenting problems	List special problems of parents of handicapped children. (Consider times, lives of other family members, care needs beyond parents' lifetime, emotional problems, frustrations, stress, anger, finances, energy.)

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES PR	Community support	Using resources, identify community agencies and the service which each provides to parents and/or children with special needs. (Consider mental health center, speech, hearing centers, March of Dimes.) Invite representatives to speak to class. For the following case study determine values, goals related to John's care, alternatives and consequences of choices and determine what is best to do. John is developmentally handicapped adolescent. His father is disabled and his mother retired. They have provided a loving, supportive home environment for John. John requires a lot of physical care and his parents are increasingly less able to provide it. They have very limited financial resources. Read this case study and individually write a paragraph giving your response to Sarah. Sarah is a six-year-old child with Down's Syndrome. She has the recognizable physical features of a Downs Syndrome child. She suffers mild mental and physical retardation. She has been described as lovable and charming. Sarah came home from her first day in a public school in tears because she said the kids made fun of how she looked. In two groups use the practical reasoning process to resolve these two questions. --What should be the responsibilities of parents of children with special needs? --What should be the responsibilities of others to children with special needs and their parents? IEE-FHA/HERO -- Volunteer or plan service projects to benefit the children and/or parents of children with special needs.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Family Relationships/Family Stability

HOMEMAKING SKILLS

- Identify support systems for family
- Practice stress management
- Identify ways to resolve conflict

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION ACTIVITY		Read example of a plot line from a television soap opera and let students guess which one it is from. Example: Rick is working extra hours at the clinic and is terribly worried about the waterfront's mob actions against the sports center. He is rarely home and Leslie is feeling left out and ignored. Little Mike is surprised by Rick's shortness of temper and longs for the good old days when Rick spent more time with him. Amy is depressed because she broke up with her boyfriend. She gets no sympathy from the rest of her family. In fact, she wonders if she is part of a family at all. (General Hospital)
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Problems affecting family stability	Work in groups and write a plot line for a week from your favorite soap, dealing with a specific family's relationship problems. Be sure the family includes children. As the plots are shared, list some of the relationship problems observed. List responses on board. --What do you think causes these problems? (Stress, conflicts, lack of support outside influences.) --What do you think the characters need to know in order to solve the problems? --What factors affect how the characters solve the problems? (Highlight goals and values identified in student responses.) --Which of the problems named occur in real life?

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Family stability problems alternatives and consequences	Group work to answer the questions on worksheet.

What can we do about problems affecting family stability	Consequences for family members	Consequences for society
1.	1. a	1. a
	b	b
	c	c
2.	2. a	2. a
	b	b
	c	c

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Support systems for family relationships Positive types of family support for family stability	Write about a problem you've experienced or a rough time in your life and describe positive support received from parents or siblings. (Listening, physical affection, building self concept, encouragement, spending time together, teaching skills, interest in individual activities.) Fold into airplanes and on the count of 3 fly to another person. Read, then fly again. Continue this for a few minutes to share experiences.
	Support systems/ outside of the family	Brainstorm a list of problems affecting family stability that might require help outside the family group. List community agencies dealing with family stability or relationships and describe services available. (Mental health, religious social services.) FHA/HERO -- Invite a speaker from a community agency to discuss services available to families with children. IEE -- Compile a catalog of community services for families with children. Include address, phone, what the agency does and what a family needs to do to obtain help. To get this information, call or visit each agency.
	Family stress	Bulletin Board -- Prescription for stress. Use words only or pictures to depict the following: Worrying, feeling inferior to others, trying to be perfect, trying

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Family stress (continued)	to live up to others' expectations, competition -- having to win all the time, getting so involved with other things that you have no time for yourself, poor relationships with others.
PROBLEM	Signs of stress	Read the following vignette. Jim and Margaret are going through a separation after 16 years of marriage. Their daughter, Jenny, a sophomore, is now expected to help more with the housework and care of her younger brothers and sisters since Margaret works and is also trying to spend time with her mother who has cancer and only 3 months to live. Jenny had to drop out of basketball and her grades have been dropping. She frequently asks to go to the clinic complaining of stomach and headaches during school. Give signs of stress that Jenny exhibits. List on a chart, categorizing into physical, emotional, and behavioral symptoms. Add to list other signs of stress a person might exhibit.
	Facts about stress	Using resources, describe 1) fight/flight response 2) positive vs. negative stress 3) perception of stress as it affects severity of stress feelings.
	Positive aspects of stress versus stress out of control	Brainstorm life style of individual that experiences no stress. Determine balance for achievement. List ways of coping with stress. (Self awareness, physical habits, good relationship skills, time management.) Group work using situations to identify how stress can be managed. Share with class.
PROBLEM		--James and Susan have a 4-month-old boy and a 3-year-old daughter. Susan spends all day at home with the children and is feeling very frustrated. Sometimes she acts resentful because she has given up her career to raise a family. The children sense this resentment and seem to misbehave more. --Tommy is the all around outstanding sports person, involved on the football, basketball and baseball teams at school. He is carrying a full load of subjects as he wants to get a college scholarship. His father has just been laid off work and is pressuring Tommy to take a part-time job to help supplement the family income. Tommy doesn't want to let his team members down by quitting and he realizes his grades might fall if he does not have time in the evenings to study.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Positive aspects of stress versus stress out of control (continued)	--The Jones are worried about Mary Ann, their 13-year-old daughter. Lately her grades have dropped drastically and she acts like she does not care about anything. She picks at her food, eating very little. The parents are trying to encourage her with no luck. --The Smith family has 4 children in school from the 6th to 10th grades. As the parents want their children to have opportunities to be involved in sports and extra-curricular activities, they are now finding it extremely difficult to keep a regular meal schedule and coordinate time for running each child to his/her activity. --Susan is a junior in high school and is unable to become involved in extra-curricular activities at school. She is working five hours after school to earn enough money to pay for gas, car payment, insurance, clothes and weekend entertainment. Susan would like to be more active in school activities but she barely has enough time to keep up her grades. She feels that she may be missing out on a lot of fun. FHA/HERO -- Make a display, write a news article, or give a school assembly about handling family stress. IEE -- Keep a log of individual stressors, their symptoms and how stress was managed.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Dealing with conflict in the family - Constructive conflict - Destructive conflict Methods of handling conflict	Role play and/or tape record *Role Play Situations of Family Conflict. Play back to class and pick out destructive and constructive results in each. Brainstorm family/parent/child situations. Use resources to find alternative methods utilized in dealing with the conflict (physical violence, withdrawal, silent treatment, blow up, bogging it, authoritarian, I-message statements, no lose problem solving). Determine consequences and alternatives chosen for individuals involved and the community.

PROCESS SKILLS	CONCEPTS	STRATEGIES
SELF FAMILY SOCIETY		Work in groups to develop a skit about parent/child conflict. Utilize various resolution alternatives. Determine values and goals in each alternative. Determine consequence of each for self, family, society. FHA/HERO -- Invite parents in for a program about family conflicts and how to resolve conflicts constructively.
	Reflection and evaluation	Individually complete the following statements. --Family stability is desirable because... --Skills or information I need to use to help solve problems that lead to family instability are ..... Given case studies of family problems, identify need for knowledge of support skills, stress management skills and conflict resolution skills. IEE -- Do a volunteer service project for a community agency that gives support for families.

HD 4.41

ROLE PLAY SITUATIONS OF FAMILY CONFLICT

As a Father's Day gift, Beth and the children gave John a 35 mm single reflex camera. After opening the gift John leaves it lying on the table. A short time later one of the children picks up the camera, getting oily fingerprints onto the lens. John is furious, knowing the lens is permanently damaged. He yells at the children. Beth is angry at John, saying that he was at fault for leaving the camera lying on the table. However, she is also angry at the children since she had previous spoken with them about not handling what does not belong to them without first asking permission of the owner. The children feel guilty and sad. Each child blames the other for doing it.

Because Mary knew her younger sisters enjoyed reading the Nancy Drew-Hardy Boys books she bought each of them one of these books for a Christmas present. Sometime later in the year Mary discovered that one sister had ruined her book by leaving it out in the rain. Her other sister had traded away her book to a friend in exchange for a piece of jewelry. Mary was so disappointed with her sisters that she told them they were unappreciative and that she would never buy them a gift again. The younger girls came to their mother for support and sympathy. Mary comes to her mother for the same support. Joan is angry at Mary for the language and treatment she has given her sisters.

Toward the end of the school year, the Brooks teenagers came home from school one day and announced that as soon as school is out in June they are driving to the east coast with a group of friends. They are going to visit a friend who has moved to Rhode Island. Bill and Sue, the childrens' parents, refuse to support the trip idea saying that their children are too young to be traveling that far alone. Bill and Sue refuse to allow their children to take one of the family cars on this trip. Furthermore, Bill and Sue refuse to support the trip financially. The children turn to Grandpa and Grandma Brooks for help. They live in New York and are eager to have the children come there for a visit. The grandparents agree to finance the trip for the children. Grandpa Brooks tells the children to tell his son to let Jim, the oldest boy, drive that new car Grandpa gave the family last year.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Family Relationships/Communication

HOMEMAKING SKILLS

- Identify communication skills for harmonious family relationships
- Provide for family discussion

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION ACTIVITY		In pairs, assume the role of parent and child. Take turns expressing *Parent-Child Statements to each other. When the "child" talks, the "parent" can only use non-verbal communication, and vice-versa. How did you feel as a "parent"? As a "child"?
		Prepare bulletin board *Keeping the Lines Open.
	Problem of family communication	Many families have trouble communicating effectively. What happens when communication breaks down between parents and children?
PROBLEM	Factors affecting family communication	Read Case Study. The Brown family members all go separate ways, meeting together very rarely. Both parents have careers that are very important to them. The two teenagers are now in high school and active in extra-curricular activities. The son has a part time job. Mr. Brown sometimes gets guilt feelings about not keeping very good contact with his children, being away a lot on business. When he is home he tries to establish some form of family togetherness, usually unsuccessfully. Mrs. Brown is trying to keep a tight rein on her teenagers, not letting them run wild, but encounters much resistance. They feel they can not talk to each other any more.
ALTERNATIVES GOALS VALUES FACTORS CONSEQUENCES		What factors affect parent-child communication in this family? In other families? Identify values underlying these factors. What factors would contribute to the solution of the Browns' communication problems?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Questions about communication	What do families need to know about good communication? List and discuss.
	Communication guidelines for parents with infants and preschoolers	Read the following vignettes and describe the communication used by the parents. --Linda and Steve hold their baby as much as possible. --Margaret avoids using baby talk to Jeremy. She uses complete sentences. --Janice had the baby to please Jim, but she is so involved in her job that she rarely has time to play mother. --Monica reads to her preschoolers every day. --Lisa makes sure she hugs her children several times a day. --James believes that a good spanking is the best way to teach his children right from wrong. --Lori enjoys singing songs to her infant. --Holly gets so impatient with her preschool children wanting to do this and that . Lately she feels like she is always saying "No!" --Jean takes time to answer her preschoolers' questions and teach skills as needed. --Allan makes sure he takes time to listen to what his children say when he gets home from work. --Mike smiles a lot to his children. --Herb thinks his children talk too much so he is always telling them to be quiet. --Diana praises her toddler each time he does something she approves of. --Dean keeps telling his 5-year-old that he is spoiled rotten. Distinguish which methods are positive and which are negative. Can any other types or methods to be added to the list? Read *"I" Messages. Develop a list of communication [illegible]lines for parents of infants and preschoolers.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Communication guidelines for parents of older children "I" messages	Individually, write a communication scene using statements from the *Parent-Child Statement sheet. Act out scenes in groups or switch scene with another person to identify the "You" messages (ones that blame or accuse) in the scene. What reactions did you have when receiving a "you" message? Change the scenes, replacing "You" messages with"I" messages (ones that tell how the situation makes a person feel). Act again and describe feelings with "I" messages (less likely to feel badly, not threatened). "I" messages give the other person responsibility for his/her action because your feelings have been stated. It implies that you trust the person to handle the situation in respect to your needs.
	Listening skills	Demonstrate skit of a child trying to talk to a parent who is busy reading the paper. What is the barrier to communication in this example? Why do people not listen? What can a person do to listen well? Role play situations using the listening skills of focusing attention on speaker and feedback. --9-year-old daughter telling parents about the field trip at school. --15-year-old son asking parents to go camping with the guys this weekend. --17-year-old trying to get curfew changed. --Parents trying to explain to children why they cannot get the Atari game. --Parents asking teen daughter why she is depressed.
	Body language	Recall body language signals used when acting out the *Parent-Child Statements. List and discuss interpretations of body signals. What percent of communication is non-verbal? (65%) Demonstrate some of the statements and body language reactions again. What is the person saying non-verbally? List body language signals that give a positive feeling to family members. Develop a list of communication guidelines for parents with older children.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Group work to fill out worksheet.

List ways in which parent and children communicate (positive/negative) 1. 2.	Consequences to family members.	Consequences to Society

PROCESS SKILLS	CONCEPTS	STRATEGIES
		IEE -- Interview students and parents to determine what each feels the other can do to establish and maintain good communication between parents and children. Summarize findings by developing two lists entitled "Parent Ideas" and "Student Ideas". Analyze each to determine differences and similarities. Where differences are found, suggest reasons for them.
		IEE -- Identify one area in which you could improve communication with your parents. Develop a plan, including specific steps you will take to achieve that improvement and implement it. Keep a journal of your progress.
		FHA/HERO -- Investigate parenting classes and/or communication classes available in the community.
		Develop minute tips on family communication to be broadcast over a local radio station.
		Invite a parent panel to discuss communication with teenagers. Plan ways to improve parent-teen communication.
	Reflection	Write a page on the following statement. "As a parent, I would practice these communication guidelines. . ."
		Develop and analyze case studies relating to communication skills used.

PARENT -- CHILD STATEMENTS

HD 4.42

CHILD STATEMENTS

"I'm really sick and tired of the way I get nagged around this place. Nag, nag, nag, that's all you ever do!"

"I don't ever get anything I want!"

"I've seen you drunk before. What's wrong with my taking a drink now and then?"

"Everybody has one but me."

"What did you do when you were my age that makes you so suspicious of me now?"

"You've ordered me around all my life, but this time it's going to be a different story! I turn 18 tomorrow!"

"If I hear 'when I was your age' one more time, I'm leaving home for good!"

"It must be awful to be getting so old, isn't it?"

"You don't understand anything but money. We're not money grubbers. We love each other and want to get married. We'll get by without help from you!"

"You're just stingy and selfish!"

"I don't care! I'm not going to college!"

"Nobody has any privacy around here. I just burn up when you read my mail and my diary and listen in on my phone calls."

"Why are you so hard on me?"

"John's mother lets him!"

PARENT STATEMENTS

"No child of mine is going to be a quitter. It's a disgrace!"

"Not now, can't you see I'm busy!"

"You'll just be in the way! Go outside and play!"

"You're not going to go out dressed like that! It's indecent!"

"Where have you been? We were worried sick! You could have at least left us a note!"

"What will other people think?"

HD 4.42

"I don't want to hear that everybody else is doing it!"

"The answer is NO period! No more discussion!"

"Just wait until you're a parent!"

"Why do you run around with that person? He's just a bad influence on you!"

"You have to clean your room before you can go out!"

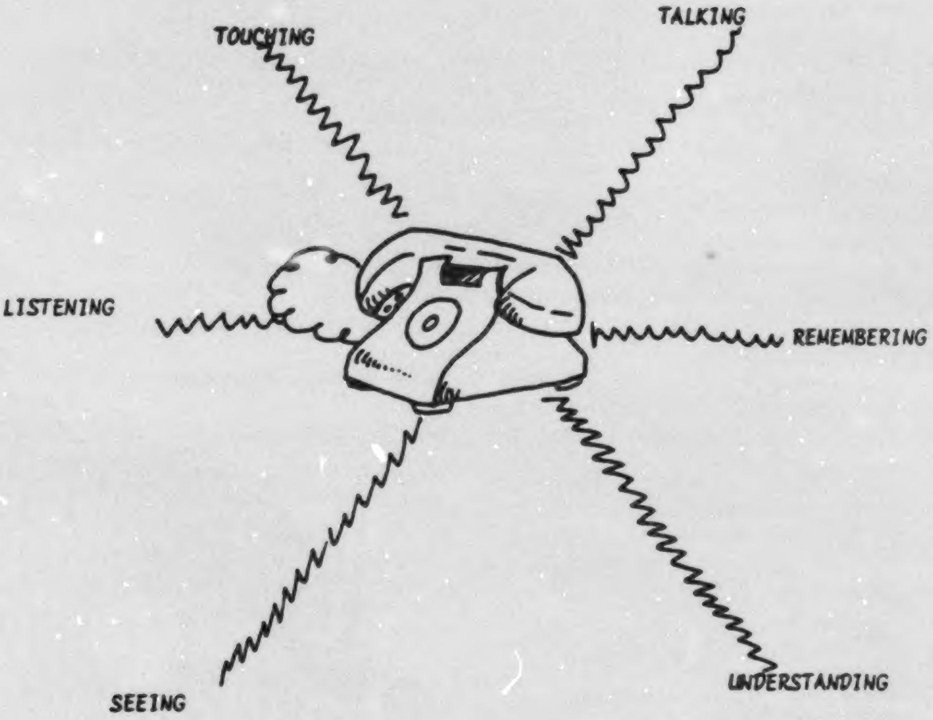
"You have to finish your homework before you can turn on the TV!"

"You're grounded!"

"No "please" -- Just wash your hands!"

HD 4.42

KEEPING THE LINES OPEN


TOUCHING
TALKING
LISTENING
REMEMBERING
SEEING
UNDERSTANDING

HD 4.42

"I" MESSAGES

"I" Messages	"You" Messages
I need my sleep. The noise of your talking frustrates me and keeps me awake.	Stop that loud talking!
I feel so discouraged when my friends are treated unkindly.	Why don't you use your manners?
I don't feel like playing when I'm tired.	Cut out that "horsing" around!

Most parents, once they learn how "put-down" "you" messages can hurt a child, are eager to learn more effective ways of communicating.

"I" messages are a good way to deal with a problem.

There are three basic parts of an "I" message:

1. A non-blaming statement of the problem behavior,
2. The real effect it has on you,
3. The feelings it causes you to have.

Non-blaming statement	Real effect on you	Your feelings
Loudness of children's discussion late at night.	Keeping you awake; hard to get up for work next day.	Frustrated in trying to go to sleep.

Write an "I" Message	Write a "You" Message

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Adapted from: P.E.T.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Family Relationships/Parenting Role Equity

HOMEMAKING SKILLS

- Assess parenting roles and responsibilities in child rearing

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION ACTIVITY		Individually respond to these questions and then compile on chart and compare responses. Many people serve in parenting roles. Who in your life... --took care of you when you were sick? --fed you? --changed your diapers? --made sure you did your homework? --taught you to ride a bike? --listened to you? --knew your friends well? --read you bedtime stories? Discuss results of chart and expectations for your family. What would be traditional sex roles in the above?
	Parenting responsibilities	Do *Child Rearing Roles. Discuss which are traditional roles. Read the following vignettes and identify parenting choices made. --Paul has always loved kids. He is now married with two preschoolers. The only problem he faces is that his job requires traveling four to five days every week. He can only spend time with his children on weekends. (One parent does most of the child rearing.) --Joe complains to his best friend that Joan never spends time with the children. In nice weather, she always goes to the golf course. In bad weather, she goes to the shopping mall. (One parent does all the child rearing.)

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES 410. SELF FAMILY SOCIETY	Parenting responsibilities (continued)	--The Peters try to share their parenting responsibilities equally. Ron takes care of getting the children ready for school and breakfast since Vicki goes to work at an earlier time. Vicki is responsible for bedtime. In between, they both try to spend time with their children. (Both parents try to share equally in child rearing.) Identify other possible choices parents could make in regard to dividing responsibilities of child rearing. Brainstorm parenting roles and responsibilities in single parent families, families with ill or handicapped parent and significant others. In small groups, select one of the parenting choices and list both positive and negative consequences of the choice. Discuss. Individually, complete statement in writing -- "If I were faced with the choice of deciding parenting role responsibilities, I would..." Identify the extenuating factors, goals and values that influenced your decision. Explain how the decision fits the needs of yourself, your family and society. Complete in writing one of the unfinished sentences. --A mother's role in child rearing is more important because ... --A father's role in child rearing is more important because ... --Both mother's and father's roles in child rearing are important because ... --The communities role in child rearing is important because ...
	Reflection and evaluation	FHA/HERO -- Debate or have a panel discussion of individual parenting roles and responsibilities. FHA/HERO -- Sponsor a speaker from a marital support group to discuss parenting role equity. IEE -- Develop a list of ideas for parents which will enable them to assume parent responsibilities, to be involved with their children.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection and evaluation (continued)	IEE -- Keep a log of parent roles and by whom performed from several television shows. Analyze in relation to class discussion.

CHILD REARING ROLES

On the left-hand side of the paper, circle M, F, B or N to identify who did the child rearing tasks in your own family when you and your siblings were under twelve years of age. On the right-hand side of the paper, circle the initial that identifies how you would like your future family to complete child rearing tasks. Take this questionnaire home and discuss it with your parents. No answer is right or wrong. This is simply a way for people to compare their expectations.

M = Mother; F = Father; B = Both; N = Neither

Own Family			Future Family
M F B N	1.	Decide when to have a child.	M F B N
M F B N	2.	Decide how and where to have a child.	M F B N
M F B N	3.	Feed newborn baby.	M F B N
M F B N	4.	Change diapers.	M F B N
M F B N	5.	Do laundry for child.	M F B N
M F B N	6.	Feed older child.	M F B N
M F B N	7.	Put child to bed.	M F B N
M F B N	8.	Give child bath.	M F B N
M F B N	9.	Decide where child should go to school.	M F B N
M F B N	10.	Discipline child who is misbehaving.	M F B N
M F B N	11.	Establish behavior standards.	M F B N
M F B N	12.	Teach child to talk.	M F B N
M F B N	13.	Toilet train child.	M F B N
M F B N	14.	Purchase clothing for preschool child.	M F B N
M F B N	15.	Purchase clothing for elementary school child.	M F B N
M F B N	16.	See that child is well nourished.	M F B N
M F B N	17.	Arrange for babysitting.	M F B N
M F B N	18.	Take children on outings.	M F B N
M F B N	19.	Make sure child does homework.	M F B N
M F B N	20.	Get to know child's friends.	M F B N
M F B N	21.	Participate in such activities as scouting.	M F B N
M F B N	22.	Explain about sex to a girl.	M F B N
M F B N	23.	Explain about sex to a boy.	M F B N
M F B N	24.	Arrange for lessons such as swimming, dancing, music.	M F B N
M F B N	25.	Read bedtime stories.	M F B N

Source: Maximizing Human Potential, California Department of Education.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCEPT/CONCEPT Family Relationships/Sibling Rivalry

HOMEMAKING SKILLS

- Identify causes and alternatives for dealing with sibling rivalry
- Deal with family crisis
- Provide moral support for family members

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Causes of sibling rivalry	Read and discuss "I'll Fix Anthony" (by Judith Viorst, Footsteps Guide).

--When I'm six, Anthony will have the German measles, and my father will take me to the baseball game.
--Then Anthony will have the mumps, and my mother will take me to the flower show.
--When I'm six we'll have a skipping contest, and I'll skip fastest.
--Then we'll have a jumping contest, and I'll jump higher.
--Then we'll do Eeny-Meeny-Miney-Mo and Anthony will be O-U-T. He'll be very M-A-D.
--When I'm six, I'll fix Anthony.

Read the Popsicle Incident.

Sam's Version

It was MY idea. I saw the ice cream man coming. I rode home real fast to ask Mom for some money. If it was just me she would have said "Yes." But Jerry and Mary had to start asking. They always wreck everything.

But I knew how to get some money. I made Mary go downstairs to keep a lookout for Mom, and me and Jerry took two quarters from the drawer in Mommy's bedroom.

Mary's Version

I helped. I kept a lookout for Mommy. But Sam didn't give me any money. And Jerry punched me in the stomach when I said, "I'll tell."

Sam promised me I could have a popsicle. But he didn't give me one. All I got was a lick of Jerry's. He said I had to get money from Mommy's drawer to get a bite. But there wasn't any money.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Causes of sibling rivalry (continued)	Sam's Version Then we snuck out and bought two popsicles. But Mary found us. I told Jerry to split his popsicle in half for Mary. But he wouldn't. So we told Mary to get her own quarter. Then she went and told. And I got all the blame. I always do, 'cause I'm the oldest. It's not fair!" Mary's Version I told Mom. And she yelled at them. But she didn't spank them. Sam got a whole popsicle and I got none. Sam always gets everything. And he never gets in trouble 'cause he's the oldest. It's not fair!" What caused the conflict in this situation? Using practical reasoning, decide how this situation of sibling rivalry could be handled. Brainstorm for other common conflicts between brothers and sisters. Using resources, locate definitions of jealousy. Share instances of jealousy observed between siblings. Describe situations of sibling competition. Identify ways feelings of jealousy and competition can be recognized.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Factors influencing how parents deal with sibling rivalry	Given the problem, "What can parents do about sibling rivalry?" Identify factors that could influence the solution of the problem. (Parents' expectations, parents' understanding of problems, ages of children, parents' understanding of developmental stages, number of children...) Refer to 4.41 - Family Stability and 4.42 - Communication.
	Parenting guidelines for dealing with sibling rivalry	In groups, develop a list of guidelines for parents to deal with sibling rivalry. Share and develop a comprehensive list. --Accept and appreciate each child as an individual. --Avoid the use of competition to motivate siblings. --Avoid making comparisons between children. --Understand and accept the child's feelings of jealousy. --Accept the faults of each child. --Appreciate the talents of each child. --Spend time alone with each child. --Provide a variety of fun activities for siblings to do together.

PROCESS SKILLS	CONCEPTS	STRATEGIES
ALTERNATIVES GOALS VALUES FACTORS CONSEQUENCES PROBLEM	Parenting guidelines for dealing with sibling rivalry (continued)	--Let children settle their own squabbles. --Give children private spaces and possessions of their own. Discuss consequences of alternative guidelines. Analyze vignettes for causes of sibling rivalry. Suggest ways parents could alleviate a conflict in each situation. --Jerry is the middle boy in a family of six. His father is a coach at the local high school and his mother teaches tennis lessons. All his siblings are very athletic and the outdoor type. Sam likes to read science fiction novels and draw space creatures. --Sharon and Marion are identical twins. Grandma sent them dresses, toys and books for their birthday. Everything was the same. --Marie is a special child. She was born physically handicapped. Father works two jobs to help pay expenses for hospitals, braces and specialists. Mother is constantly busy attending to Marie's needs. Mark, a high school junior, feels left out. --Matthew is eight years old and Nathan is six months old. Mother is a college student and works part time. Dad works full time. Matthew wants to play with a nei neighbor friend, but mother must take Nathan for his check-up. --Betty must always take her younger brother wherever she goes. Her friends are getting upset about her "tag-a-long." --Irene is always being compared to her older sister, Ethel. "Why can't you make good grades and be popular like your sister?" say her parents. This afternoon Irene overheard her mother's telephone conversation with a neighbor, "I don't know what I'm going to do with Irene. She'll never be successful like Ethel." IEE--View TV programs depicting family situations. Identify cases of sibling rivalry and how it is handled. Compare to actual families you know. FHA/HERO--Invite family counseler to class to discuss sibling rivalry.

PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Parenting?
CONCERN/CONCEPT	Family Relationships/Extended Family

HOMEMAKING SKILLS

- Assess role of extended family in parenting relationships
- Recognize developmental stages of individual family members and meet needs accordingly
- Cultivate family relationships

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PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATION CREATIVITY	Role of extended family	Design bulletin board with pictures of extended family interactions. Conduct panel discussions of extended family households. --Benefits of living in an extended family. --Changes that occur when becoming an extended family. --Relationship problems that might occur in an extended family.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Factors which influence relationships in extended family	List expectations that you have of grandparents. Ask grandparents to list their expectations of you. Compare and discuss. In small groups, develop case studies from the following situations and/or problems for discussion. Write in factors that could influence the family member's relationships. --Aging relative in poor health coming to live with family. --Aging relative in good health coming to live with family. --Grandparents spoiling grandchildren. --Aging relative taken for granted to do all babysitting. --Privacy complaints because of new family member moving in. --Expense problems with an additional family member. --Problems in scheduling family and individual activities.

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Factors which influence relationships in extended family (continued)	--Teenage parent with new baby moves back home. --Unemployed son moves back home. --Daughter in poor health because of accident moves back home. --Divorced daughter with three children is forced to move back home. Switch case studies and answer the following questions. --What do the extended family members need to know in order to develop satisfying relationships? --What values do the aging relatives hold? What values do the parents hold? What values do the children hold? --What steps could this family take to develop a satisfying relationship? What would be the consequences of these steps to the family members? To society? Describe the roles extended families play in passing on family traditions (celebration of birthdays, weddings, holidays and family reunions). Complete the statements: --"Relationships in an extended family are hindered by..." --"Relationships in an extended family are helped by..." IEE--Plan and carry out an extended family gathering. Describe the roles family members play. Develop slide series of extended families with background music. Highlight benefits. Participate in the Adopt-A-Grandparent program. FHA/HERO--Plan a Grandparents Day at school. Discuss "What should I do regarding my responsibilities to extended family members?

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Family Relationships/Stepfamilies

HOMEMAKING SKILLS

- Assess roles of members of stepfamilies
- Cultivate family relationships

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Read the following statistics for stepfamilies. --In the U.S., one out of every three marriages is a remarriage. --In one-third of these marriages, both spouses have children from a former marriage. --In 1977, one out of every six children was a stepchild. --In 1980, one out of every four children was a stepchild. What are the conditions under which stepfamilies may be formed? Do these conditions indicate why statistics for stepfamilies are so high? Do you think we should be concerned about stepfamilies? Why or why not?
	Stepfamily myths and stereotypes	List terms dealing with a stepfamily on the chalkboard (stepmother, stepfather, stepsister, stepbrother, stepchild, stepfamily). Write down the first thing each of these terms brings to your mind. Identify common myths or stereotypes associated with stepparents and stepfamilies. Identify reasons behind these stereotypes or myths.
	Areas of conflict and concerns	Imagine your home situation as it is at the present time. How would you feel if you were suddenly asked to share the situation with new younger children? New older children? New children of the same age? A new parent? List potential areas of conflict. If you are in a stepfamily situation, answer the above questions stating how you felt when this change occurred in your life.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Areas of conflict and concerns (continued)	Read the following questions which are often asked by children, their parents and their stepparents. Identify areas of conflict in stepfamilies. Add other areas of conflict which you may not have listed in the previous activity. Children's View --If I am mean to my new daddy, will he leave so my old daddy will come back? --Will my new stepmother be nicer to her own children than to me? --If he and Mommy have a baby, will they still love me? --Will we have new rules to learn? --Will Mommy still love me when she marries him? Their Parent's View --What kind of parent will he be to my children? --Will my children ever accept her? --Will his children and my children get along? --Will she feel awkward about living with my teenage sons? --Will he understand the amount of time I need to give my children? Their Stepparent's View --Will he have to send a lot of money to his ex-wife? --Will the children accept me? --Will I like the children? --Will they be used to my style of discipline? --Is it okay to tell him that the children get on my nerves?
PROBLEM		Complete the *Stepfamily Frictions Worksheet. Which areas seem to be the highest on your list? Lowest? Add other areas from the list of conflicts you made earlier. In groups of five, create case studies of stepfamilies/blended families. Each group member will assume the role of one of the family's members. Write a Bill of Rights for that character. Will everyone's Bill of Rights be respected? Why or why not? If so, how will these rights and responsibilities have to be redefined?

PROCESS SKILLS	CONCEPTS	STRATEGIES
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Resolving conflicts	Within your groups, generate ways of resolving stepfamily/blended family problems (preparing family members before the wedding, spend time strengthening the marriage, talk about the relationships between stepparents and stepchildren, help children continue relationship with birth parents, and encourage all family members to share their feelings). Using the case studies you have developed in the previous activity, create skits illustrating areas of conflicts (children competing for love and affection, children's attempt to challenge or manipulate a stepparent, responsibility concerns, security concerns). Discuss alternative solutions to conflicts. Brainstorm consequences of solutions utilizing values and goals implicit in each alternative. Refer to Modules 4.41 - Family Stability and 4.42 - Communication.
	Benefits of stepfamilies	Read the following quotes and identify benefits of stepfamilies. --"Finally I have two parents just like all my friends." --"It is so good to be part of a happy marriage again." --"We get to move to a new house!" --"I'm getting a new brother." --"It's great to be part of a family that's growing together!"
PR	Reflection	Read the following case study and use the practical reasoning process to resolve the question--"Should Ted and Kathy become stepparents?" Kathy is a widowed mother with three children, ages 6, 10 and 12. Her career has been quite rewarding and she has managed work and parenting roles smoothly. Ted is a single parent with one adopted child, age 3. Since they met one year ago, Kathy and Ted have enjoyed a fulfilling dating relationship. They are now contemplating marriage.

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STEPFAMILY FRICTIONS

Possible areas of conflict or friction in a stepfamily are listed below. Indicate the degree you consider each to be a problem using the following scale: 4 (a great deal), 3 (somewhat), 2 (a little) and 1 (not at all). Place your rating in the blank preceding the item. Circle numbers of the three items you consider to be the greatest areas of friction. Underline the number of the item you consider to be the least area of friction.

____ 1. Amount and regularity of financial support from natural parent.

____ 2. Sharing living space with stepparent and/or stepsiblings.

____ 3. Accepting a new parent.

____ 4. Spending incoming child support payments.

____ 5. Relationships with other important adults in a child's life (natural parent, grandparents, etc.).

____ 6. Possessive feelings for natural parent.

____ 7. Divided loyalty between children and new mate.

____ 8. Comparison of stepparent to natural parent.

____ 9. Challenges to stepparent's authority.

____10. Protection of child from "outside" by natural parent.

____11. Using steprelationship by child to get own way.

____12. Rivalry between your children and my children.

____13. Pressure for success of new marriage.

____14. Differing interests, likes and dislikes among family members.

____15. Payments made by new spouse to former spouse.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Family Relationships/Child Abuse and Neglect

HOMEMAKING SKILLS

- Assess alternatives for dealing with child abuse and neglect
- Identify indicators of child abuse and neglect

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Design bulletin board with articles about child abuse.
		Read *Bobby Is Dead. React to the problem of child abuse with feeling statements.
	Facts on abuse and abusers	Read *Danger Signs.
		Using resources, identify and describe the categories of child abuse and neglect (physical, sexual, emotional, neglect).
		List physical and behavioral indicators of abuse and neglect.
		Do *Matching Test--Abuse.
	Causes	List causes of child abuse and neglect. Find articles and research reports which give causal explanations. Share in class.
		Do *Expectations Test. Discuss the role of unrealistic expectations in child abuse.
		Brainstorm what parents, future parents, concerned individuals need to know in regard to child abuse and neglect (how to recognize symptoms, causes, help available, legal implications for abuser and persons to report).

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Community services	Using resources, find community services that serve abused children and child abusers (hot lines, crisis nurseries, self-help groups--Parents Anonymous, homes for battered women and children, parent aides, child welfare, churches). Interview or invite representatives to share their services with class members.
		Develop a handbook for your community on child abuse.
	Legal implications	Research Ohio Law on Child Abuse and Neglect. Ask school guidance counselor to share school policy. (See HD Module 3.24.)
		Research how to report child abuse and obligations to report child abuse.
	Child protection	Using resources, including community service people, identify ways to protect children, such as: --Never leave child alone in grocery cart or car. --Be sure child's school won't release the child to anyone but you or someone you designate. --Teach young child his name, address, phone number, and how to make a long distance call.
		Find the toll free number for missing children. (At time of printing--800-431-5005--ChildFind.)
PR	Reflection	Do *Battered Children, including discussion questions. Use practical reasoning to generate alternatives.
PR		In groups, read newspaper articles or case studies related to child abuse and neglect. Solve problem presented using practical reasoning--"What should be done in this situation?"

BOBBY IS DEAD

by Jennifer E. Dabney

HD 4.47

I am a child abuser. That is difficult enough to admit, even harder to accept. Even more incredible to me is that my son's life ended as a result of a beating I gave him. Although this happened over 17 months ago, time has not eased my pain.

Where did it all go wrong, or was it ever right? As a result of being emotionally and physically abused as a child, I grew up with many emotional handicaps. When I got married at 18, I thought I'd be "happy" for the first time in my life. But along with my problems, my husband had emotional problems, too. We were a breeding ground for disaster.

Thirteen months after our marriage I gave birth to premature twins. Johnny weighed four pounds, Bobby three and one-half. Along with the low birth weight, Bobby had a congenital birth defect, and I blamed myself for both the premature birth and the defect.

Almost immediately pressures began building up inside of me. The first incident of child abuse occurred when I spanked Johnny--he was three weeks old. I was terrified and told my husband about it. But he had little understanding and told me that if I ever did that again he would take the boys and leave. When the public health nurse came to our home, I told her that I was afraid of hurting my children. She was of no help; she told me I just had the new-mother jitters.

I controlled my frustrations for the next couple of months. Each day that I did not slap or yell at Johnny and Bobby became some sort of achievement for me. I tried to find help for my problems and went to a mental health center near our home. I was so full of fear of harming the babies. I was told that perhaps I should get a divorce, or get a full-time job so that I could get away from my children. That was not the answer and I never went back. Finally I gave up trying to get help because no one seemed to understand how I felt.

The second serious incident of child abuse occurred when Johnny was three months old. I was overcome with frustration because he wouldn't stop crying. Almost before I knew it I had twisted his arm until it broke. I can't begin to describe how I felt at that moment. I took him to the doctor and as he was resetting the arm, he asked me for an explanation. I lied to him, and, although he was suspicious, he let me go.

From then on things kept going downhill. I was overcome with guilt and the fear that I would end up taking my frustrations out on the kids. I tried temporary jobs to get away from them, but that did not ease the strain at all. Then, when Johnny and Bobby got on my nerves, I tried leaving the house. Sometimes I stayed away from them 20 minutes or more, trying to regain control of myself. Nothing helped, and soon, very few days went by that I didn't abuse them, either physically or emotionally.

Source: Caring, Vol. 2, No. 1.

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Another crisis entered the picture. My marriage was falling apart, and I did the only thing I knew I could do—get pregnant. My husband wanted me to have an abortion but I refused, saying that I didn't want to kill it.

My husband got a part-time job. He was seldom home except to sleep. Life was hell. I began sleeping all day because I just couldn't cope anymore. The house was filthy, my children were filthy, and I couldn't find the strength to do anything about it.

I was extremely depressed on the night of May 31, 1974. I had been crying for hours because I did not know what to do or where to go for help. My husband called at 10:30 p.m. and told me he wouldn't be home until 1:00 a.m. I became almost hysterical, pleading with him to come home.

After the phone call, I became even more depressed. Around 11:30 p.m. I took Bobby out of the crib where he was sleeping. Because I had just awakened him, he did not respond to my attempts to love him, and he began crying. I tried to feed him and he spit it all over himself and me. Something in me seemed to snap and I began slapping his face--hard, crying all the time. When I regained some sort of control, I got some ice and tried to bring the swelling down; but it was too late. The bruises were very noticeable, and I was filled with fear. I tried to show him love, but he was terrified. Soon, I tried to feed him and again he spit it all over. I started to bang his head against the floor--all control gone. I knew what was going on but it was as if my mind were above it all, watching. I couldn't seem to stop. I don't know how many minutes passed. As I realized what I had done, I felt absolute horror. I tried to convince myself that Bobby was all right. He appeared to be stunned. I sat there on the floor rocking him, tears streaming down my face, trying to tell him I was sorry.

After awhile, I took him into the bathroom to give him a bath because he was covered with cereal. I was filled with the fear that I would hurt him again; so I left him in the bathrub with the water running. I wasn't gone long when I realized he could drown and I rushed back. He was under the water and unconscious. Time stood still. I don't know how long it took me to revive him. I was almost hysterical, pleading for Bobby to live. After he regained consciousness, I called my husband and asked him to please come home. By the time he got home, I had convinced myself that Bobby was fine. I lied to my husband, saying that I had bruised Bobby's face when I tried to revive him from the bath water. He seemed to accept my explanation.

By the next afternoon it was apparent that Bobby was not fine. I was standing beside his crib when that realization struck me. I grabbed him by the throat and began shaking him. He had lapsed into a coma from which he never recovered. At 6:50 p.m., June 1, 1974, Bobby was pronounced dead as the result of a blood clot on the brain.

My husband was charged with felony child neglect and manslaughter; I was charged with murder, assault with a deadly weapon, and child abuse. The felony child neglect charge was reduced to a misdemeanor, and the

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manslaughter charge was dropped. In January 1975, I was found guilty of all three charges by a jury. On February 14, 1975, I was sentenced from five years to life to be served at the California Institution for Women.

Recently my maximum sentence was set at five years. I have served two years, and, with God's help, I am working on getting a parole next year. When I am released, it is my goal to help other child abusers like me so that what happened to my family does not happen to theirs.

Johnny, and the baby son I had in jail are adopted now; and I know wherever they are they will have a beautiful life. I miss all my children very much, and I have come to realize just how precious life and children really are. I'm only sorry it had to take this experience to find out.

If you feel you need help, get in touch with your local Parents Anonymous chapter. I am sharing my story in hopes that this will not happen to you or yours.

Discussion Questions for "BOBBY IS DEAD" article.

1. How could this couple have better prepared for marriage and having children?
2. Is it normal for a mother to feel depressed and jittery after her baby is born?
3. What is wrong with spanking a child that is three weeks old?
4. This mother did seek help. Where did she seek help? Why didn't the help work?
5. What was the final breaking point for this mother?
6. What is a Parents Anonymous Chapter? Does your community have a chapter?

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DANGER SIGNS

Being a responsible citizen you need to know the following signs of possible abuse or neglect.

Match the category to the symptom:

physical abuse	emotional maltreatment	sexual abuse	neglect	none	don't know
1	2	3	4	5	6

1. A parent who repeatedly denies a child physical affection. ____
2. Repeated bruises on the face of an infant. ____
3. Parents who tend to move a lot and are isolated from family and neighbors. ____
4. Injuries inconsistent with the child's age. ____
5. A child is extremely aggressive, demanding and has rageful behaviors. ____
6. A child comes to school in cold weather frequently missing key items of clothing such as underwear, shoes, outer dress. ____
7. A mother who cannot recognize her child's needs. ____
8. Unwillingness to participate in physical activities. ____
9. A child who does not show appropriate growth patterns, such as an inability to talk by the age of three. ____
10. An adult who is timid, passive and indicates strong feelings of sexual inadequacy. ____

DISCUSSION

1. In your own words, explain the reporting obligations from your state law regarding child abuse and neglect.

2. List the steps in reporting a case of child abuse and neglect if you were a worker in a day care center.

3. List 4 characteristics of each type of child abuse and neglect.

    a. physical abuse
    b. emotional maltreatment
    c. sexual abuse
    d. neglect

Source: Adult Roles and Functions. West Virginia Department of Education.

MATCHING TEST - ABUSE

Identify the following condition or situation:

____ 1. Jaw fracture

____ 2. Left on own at age 4 for 2 hours

____ 3. Venereal disease in 8-year-old girl

____ 4. 7-year-old shut in dark closet for a day

____ 5. Cigarette burns on child's body

____ 6. Bruises in various stages of healing

____ 7. Tying child to bedpost

____ 8. Not providing child with adequate medical or dental care

____ 9. Making child miss school to work at home

____10. Not providing adequate food or clothing

____11. Children who are dirty

____12. Constantly belittling child without providing love

A. Physical abuse

B. Emotional maltreatment

C. Sexual abuse

D. Neglect

EXPECTATIONS TEST

PART I

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Parents who are frustrated and angry when their child doesn't do as they wish may lose control, and possibly abuse the child. Knowing what they can reasonably expect of their child often helps such a situation.

Can a parent expect a child to:	YES	NO
1. Dress self at 3-1/2?	☐	☐
2. Tie shoes at age 3?	☐	☐
3. Sleep through the night at 3 weeks?	☐	☐
4. Jump rope at age 6-1/2?	☐	☐
5. Share at age 2?	☐	☐
6. Not resent, at age 10, being called "the baby of our family?	☐	☐
7. Give up her dolls when she goes to kindergarten?	☐	☐
8. Enjoy collections of things when 5 years old?	☐	☐
9. As a toddler, want his favorite story read over and over?	☐	☐
10. Stop wetting the bed after being paddled for it?	☐	☐

PART II

Check the following situations which may lead to abuse by parents. Choose one to discuss in detail.

____ My four-year-old makes me furious. If she can lace her shoes, she should be able to tie them. (Child is usually 5 or more before being able to tie shoes--lacing is earlier.)

____ Tom has a very sweet 11-month-old who hasn't yet learned to walk. Tom spends hours trying to help the baby learn to walk so that he can show him off to the neighbors. (Must not be quite ready--don't push so much.)

____ Judy, at 3-1/2, was given blunt scissors by her mother to use at the nursery school craft table. Her mother tells the teacher she wants Judy to learn to use them. (Good--this age can use them.)

____ Mikey's dad has bragged at work that his two-year-old son will have no trouble riding the new tricycle. (He may have trouble at 2, but the skill will soon develop.)

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STAGES IN DEVELOPMENT

BASIC CHARACTERISTICS OF CHILDREN 0-12 YEARS

Matching Key

1. E 0-4 months
2. F 4-12 months
3. A 1-2 years
4. B 2-3 years
5. C 3-6 years
6. D 6-12 years

A. Investigates, climbs, opens, takes apart, loves to play
B. Fascinated by fires, active, runs, hates restraint
C. Explores neighborhood, rides trike, climbs
D. Away from home a lot, active sports, group activity
E. Eats, sleeps, cries, rolls off, wiggles
F. Grasps, moves, puts objects into mouth

Choose four of the above and explain how a person might abuse or neglect a child if they did not realize the child's developmental skills and interests at each age level.

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BATTERED CHILDREN

1. Janet is the mother of a baby girl. She had looked forward to having this baby and being a mother. At last she would have someone to love her and really need her. Don was always so busy with his job and friends that he didn't spend much time at home. They lived so far away from their friends and family and Janet was alone much of the time. The new baby would be company and so much fun.

   Soon after the baby's birth, Janet discovered that things weren't as good as she expected. There was so much to do for the new baby and she couldn't manage to keep the house as neat and clean as she wanted. She was always rushed for time. Every time Janet became involved in any of the household chores, the baby cried for hours and had to have attention. She became so upset at times that she slapped the baby when she cried. When Janet did this she always felt guilty. Being a mother wasn't much fun after all. The baby had become a burden rather than a joy.

2. Johnny's teacher was upset with him for being late again. He could have been on time if Daddy hadn't made him change to a long-sleeve shirt to hide the big bruise he had made when he hit him last night.

   It was hard for Johnny to stay awake and do his work. As usual, there was no food in the house and he hadn't had breakfast. Miss Jones had looked at his dirty clothes when he came in this morning. She wanted Mother and Daddy to come to school to talk to her, but Johnny knew there was no need to tell them. They didn't care about him.

   Johnny ate his candy bar and potato chips alone in a corner of the playground. The other kids never wanted to play with him, so he stayed in his corner and watched them play.

   Johnny was glad when school was over. He tried to like school, but he just couldn't do the things the other kids could do. He would take the long way home and look at all the pretty things in the shop windows. If he was lucky, Mother and Daddy wouldn't be home when he got there.

Discussion Questions:

1. Were Janet's expectations of the new baby typical of the abusive mother?
2. Why do you think Janet hit her baby?
3. What external symptoms of an abused child did Johnny have?
4. Were Johnny's feelings about himself and his parents typical of an abused child?
5. When are adults likely to be abusive?
6. Why might one spouse permit the other to abuse children?

Source: Adult Roles and Functions. West Virginia Department of Education.

HD 4.51

PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Parenting?
CONCERN/CONCEPT	Single Parenthood/Legal Rights and Responsibilities

HOMEMAKING SKILLS

- Recognize current legal trends in child custody

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Invite a lawyer to speak about the legal rights and responsibilities of single parenthood. Include information about custodial and noncustodial parents, single person adopting a child, and grandparents' rights.
	Child custody trends	Identify trends of child custody. (House goes to children and husband and wife take turns living in it; husband and wife get housing in same neighborhood so children can go to same school; fathers gaining custody of children; children given choice of which parent to live with; single persons adopting children). Research trends in your area and report.
PR	Problems in legal custody settlements	List problems that may occur from legal child custody settlements. (Visitation rights, support payments...) In groups, use practical reasoning to solve problems.
	Single parent rights	Develop a bill of rights for a custodial parent and a noncustodial parent. (Refer to the children's bill of rights--HD Module 4.65)
	Single parent responsibilities	Investigate legal responsibilities for a custodial parent and a noncustodial parent.
PR	Single person adopting children	Explore the issue of single persons adopting children. What are the legal ramifications? Social ramifications? Use the practical reasoning process to determine if you would like to adopt a child as a single person.

PERENNIAL PROBLEM	What To Do Regarding Nurturing Human Development
PRACTICAL PROBLEM	What Should I Do Regarding Parenting?
CONCERN/CONCEPT	Single Parenthood/Parent-Child Relationships

HOMEMAKING SKILLS

- Provide moral support for family member
- Identify needs of single parent families
- Analyze alternatives for meeting needs

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PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY	Factors which change lifestyles and parenthood patterns	Make collages illustrating factors which are changing lifestyles and parenthood patterns.
	Statistics of single parenting	Review statistics of the single parent family. --1970 - 11% of children under 18 in U.S. were living with one parent. --1980 - 20% of children under 18 in U.S. were living with one parent. --Number of families maintained by fathers alone has risen 65% from 1970-1979. --45% of all children born today will spend at least one year living with only one parent.
PROBLEM	Forms and challenges of single parenting	Identify the forms of single parenting. (Absentee parent due to death, divorce, separation, desertion, jailing, work or service commitments, extended hospitalization; single parent and adopted child; unmarried parent with child born out of wedlock.) In groups, choose one form and list special problems or challenges the parents and children might have. Compile master list of problems faced by single parents and children. Discuss ways in which the roles and relationships between children and single parent differ from those of the traditional two-parent family.
	Methods of meeting challenges of single parenthood	Invite speakers to class to discuss meeting challenges of single parenthood. (Parents without Partners, social welfare department, adoption agency, single parents.)

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Methods of meeting challenges of single parenthood (continued)	Discuss the stages of grief (denial, anger, bargaining, depression and acceptance). Relate stages to coping with death and separation of loved one due to divorce. Role play harmful and then helpful ways of explaining divorce to a child. List questions you would want to ask your parents if they were separating. Read *Children in One Parent Families and discuss problems for children and parents and strengths evidenced in the descriptions. Consider the following methods to combat loneliness as a single parent. --Get together once a week with another family. Entertaining adults will give you mature conversation as well as boost your ego when given compliments as an entertainer. --Break with traditions. Start new ones and involve children in planning. --Change locations of everyday meals (patio, lawn, picnics in the park).
CONSEQUENCES GOALS VALUES FACTORS ALTERNATIVES	Alternatives and consequences for dealing with single parent problems	In groups, explore alternative ways of meeting challenges in the following situations. What are consequences to self, family and society. Share. --"There are times when I'm fed up with my kids! I can't deal with them effectively and there's no one I can turn to and say 'All right, you take them for awhile.' I've got to be there all the time for my children." (facing problems alone.) --"My 6-year-old daughter does not remember the times her daddy and mommy lived in the same house. She asks about it and we tell her there's a mommy's house and a daddy's house. She accepts the idea. She wants me to get married again and have babies because she's lonely." (loneliness) --"My 8-year-old son came home from school the other day and asked me what the word 'illegitimate' meant. After some discussion I found that someone told him he was an illegitimate child. How can I deal with this stigma?" (social stereotyping and stigma) --"I don't know how I can keep our house and pay all the bills. Jim is not sending checks regularly and I have to watch every penny." (finances)

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Alternatives and consequences for dealing with single parent problems (continued)	--"I'm concerned that my daughter have someone to look up to . . . to model herself after. I don't have much time for dating because of my work and I want to spend as much time as possible with her. I'm afraid I won't be instructing her properly, like a mother would. How I wish Jane had not been killed in that car accident." (opposite sex role models) --"My child still does not believe her father is leaving us. I'm not sure how to deal with this. (explaining situation to child) --"I feel like a failure! I couldn't make my marriage work and now Jenny is feeling guilty, as if she were the cause of our divorce!" (maintaining a positive self concept) --"I'm trying to get myself together, for my own sake and the children's. Don's death was so sudden. I just can't handle it all." (dealing with grief) --"Now that I've had my baby, my parents say I have to take the responsibility for it. What a rip! I thought Mom would quit her job to take care of it so I could go back to school. They won't even give me money for child care, but I guess I should be grateful they're letting me live here at home." (finding child care)
	Reflection	Discuss this statement in writing--"It is the adequacy of the single parent adjustments which determines how well the children develop."
		Interview single parents to discover how roles differ.
PROBLEM		Brainstorm problems children have in living in a single parent home. Prioritize the problems and give suggestions for coping or dealing with the problems.

HD 4.52

CHILDREN IN ONE-PARENT FAMILIES

1. Jimmy is 18 months old. His mother, Susan, is an unmarried 16-year-old. They live in a two-room apartment with meager furnishings. Susan has a job as a salesclerk and has to work very long hours. An elderly lady next door keeps Jimmy during the day, but has no interest in small children. When Susan comes in from work, she is usually tired and doesn't want to spend time with Jimmy. Her nerves are always on edge and she loses her temper and spanks Jimmy for no reason. It has even gotten to the point that she resents him because she would like to go out and have some fun like other girls her age.

2. Steve deserted his wife, Alice, soon after Lorie was born. Lorie is now 5 years old. Alice and Lorie live with Alice's mother, Sadie. Alice works long hours as a waitress. Lorie attends kindergarten and Sadie is always at home when Lorie gets home from school. Sadie and Alice enjoy taking Lorie places. They give her lots of attention and affection. Lorie doesn't miss her father whom she has never seen.

3. Mike and his wife, Ann, have recently divorced. Mike has custody of their small children, Michelle, age 4, and Larry, age 6. Mike is an assistant bank president and has enough income to support himself and the children well. The children love their father, but they can't understand why their mother went away. They miss her and wonder why she doesn't want them.

4. When Ralph and Martha were divorced, Martha was granted custody of their three children: Lisa, age 6; Julie, age 8; and Billy, age 12. Ralph has visiting rights.

   After school is out in June, the children go to stay with their father in another state until school starts in September. He is very permissive and never says "no." When it's time for Lisa, Julie and Billy to return home to their mother, they don't want to go. They know Martha will not let them do as they please. Ralph says they can stay. He says there isn't anything the law can do to make him return the children to Martha since he lives in another state.

5. Douglas is 10 years old. His father died two years ago, so he and his mother, Linda, live alone. Linda is a legal secretary in a large law firm and has had little trouble, financially, raising her son. Douglas misses his father, but over the past couple of years, he has been able to accept the fact that his father is gone. His Uncle Fred visits them often and takes Douglas on camping trips to the mountains. Linda works hard at being both mother and father to Douglas and spends as much time with him as possible.

Source: Adult Roles and Functions. West Virginia Department of Education.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Society/Child Care Outside the Home

HOMEMAKING SKILLS

- Make arrangements for substitute child care
- Evaluate child care services and facilities

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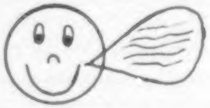
<table>
<tr><th>PROCESS SKILLS</th><th>CONCEPTS</th><th>STRATEGIES</th></tr>
<tr><td>PROBLEM</td><td>Recognition of needs and concerns regarding child care</td><td>
<p>In small groups, make a poster depicting the problem of what to do regarding the need for child care.</p>
<p>Use a format similar to the one given below.</p>
<table>
<tr><th>Child's View</th><th>Parent's View</th><th>Family Situations</th></tr>
<tr><td></td><td>Can I keep my job and be a good parent? Am I being fair to my child?</td><td>Single working mother</td></tr>
</table>
<p>Under the child's view, draw pictures of children with speaking bubbles. In the bubbles, write phrases or words that depict how a child may feel when being left with a sitter or in a child care center. You may try to recall how you felt when you were left with a sitter. Under the parent's view, indicate parent's feelings and questions. Under family situations, identify those situations which require parent(s) to seek child care outside the home.</p>
<p>As a class, share the posters and mount on the walls.</p>
<p>Using references, find percent of working mothers in the labor force and percent of single parents.</p>
</td></tr>
</table>

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Types of child care available in your community and services provided	Make a chart of child care ads. Categorize the type of child care provided in child's home, in caretaker's home, day care center, parent co-operatives. List advantages and disadvantages of each type. Visit several day care centers or invite center directors and day care providers to describe their services. Write a summary including the types of programs offered, child-adult ratio, rates, rates, hours, facilities, equipment, discipline procedures and mealtimes. Compare programs and types of services offered.
	Benefits/disadvantages of child care and the benefits/disadvantages of each type of child care	As a class, develop two short sets of questions, one for working parents and one for their children. The questions are to address 1) benefits and disadvantages of children being cared for by other than the parent; 2) type of child care used (caretaker in child's home, with relatives, cared for in the caretaker's home, day care center); 3) benefits and disadvantages of that type of child care; and 4) other options which parents wish were available to them. Individually interview working parents and children, compile the results. Compare with current research on the topic. Read the case studies and discuss questions following each one. Carol is a single mother with a healthy 9-month-old. Carol works swing shift at a local factory. The baby's father lives three blocks away and the grandmother lives 1 block away. The father works from 8 to 5. Grandmother does not work. Carol consulted the ads in the newspaper. There were several ads saying they would take children into the home. However, there were no day care centers that would accept infants. --What alternatives are available? --What additional information do you need before making a decision? (Costs of each alternative, convenience, hours available, proximity to Carol's home or work, adjustment of the child, willingness and ability of caretakers.) Dan and Sandy are parents of a 4-year-old and a 6-year-old in your community. They both leave home at 7:00 a.m. and return at 5:30 p.m. They have no relatives nearby. They prefer that their 6-year-old attend the local school kindergarten in the morning. He needs care before and after school. They would like for him to have someone his age to play with in the afternoon. They are particularly

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Benefits/disadvantages of child care (continued)	concerned that someone will read to their 4-year-old and that she would have access to a variety of art and play materials. Their income is adequate. --What alternatives are available? --What additional information do you need before making a decision? (Interests and temperament of the child.) Lynn is the mother of a one-year-old. She is a nurse in a large hospital. She wants her child near her while she works, but there is no child care available in the vicinity. What could Lynn do? List benefits to a child of child care center. (Independence, variety of equipment for muscle development, social development with other children, sharing, opportunities for creative art and play, speech development.)
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES	Values which affect the decision regarding child care	Identify the values which affected each of these decisions. In which situations was concern for the welfare of others considered? --A single mother asked her mother to care for her child because she knew her mother would show a lot of love. --A single mother asked her mother to care for her child because her income was not adequate to pay for child care. --Parents chose a day care center because the staff believed in the value of play and provided lots of creative materials and allowed children to pursue o own interests. --Parents chose a day care center because of its strong school readiness program. Children learn the alphabet, to write their names and do math facts. --Parents chose a day care home because it was close to their home and they don't have to get up early.
	Criteria for selection of child care	Individually using resources, develop criteria for choosing child care. Compile and summarize the list. Duplicate the summary list. In small groups, read this situation and answer questions. Share results with class. --John and Emily need a babysitter for their twin eight-year-olds for Saturday evening. There are several teenagers who babysit. What questions should John and Emily ask the prospective babysitters? Should they ask for references?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Essential information for caretakers	individually using resources, list information which should be communicated to a caretaker. Consider both short-term babysitting (an evening) and long-term care. Compile and summarize the lists. Duplicate the summary list. Consider ways in which you may improve a child care program for your child.
	Communicative skills to help children adjust to child care	Identify adjustments for a child in a new child care center (being away from mother, adapting to strangers, eating unfamiliar foods, napping in a new place, sharing toys). Individually write or tape on tape recorder what you, as a parent, might do and say in these situations. --Leaving 18-month-old with teenager for an evening out. --The day before you are leaving your four-year-old at the day care center for his first day. Listen to tapes or written statements and discuss how what was said or done may contribute to the child's adjustment and safety. Brainstorm ways in which working parents can provide "quality time" with their child.
	Reflection	IEE--Develop a chart analyzing child care services in your community. Interview day care providers and visit day care centers to provide information. List criteria for child care in the left column and day care services across the top. Fill in information.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reflection (continued)	

Criteria for Child Care	Day Care Provider	Wee Ones Center	Montessori Day Care
Child/Care Ratio			
Total Number of Children			
Outside Play Area			
Time Schedule			
Program Philosophy			
Community References			
Cost			
Location			
Teachers' Credentials			

FHA/HERO--Using Impact process, develop a service project for child care center.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Society/Community Resources-Activities

HOMEMAKING SKILLS

- Utilize community programs that support the family
- Obtain information about community activities

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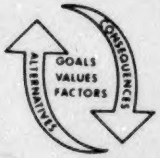
PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY	Types of community resources	Individually list all of the community resources, activities you used or participated in last week. Compile lists and develop categories of community resources/activities. (Recreation centers, youth organizations, parks, libraries, community education classes and sports.) In pairs, assign a major community resource, activity or organization. Do an in-depth report of the services provided. Describe costs of services. Brainstorm additional services which need to be provided which are not. Share with class. Consider taking action by writing an article for the paper suggesting the needed service or doing a project to actually provide the service. Categorize resources according to Right or Privilege. Debate difference of opinions. Invite (or interview on tape) providers of community services to describe resources/activities/organizations. (Consider librarian, adult education director, recreation center director, cub scout packmaster, soccer or little league coach.)
	Resource funding	Determine how local tax dollars are allocated. Suggest additional tax-supported community resources/activities/organizations which may benefit your community. Determine consequences of funding loss. Analyze goals and values implicit in decision.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Utilization of resources	Students who have lived in other communities may share their experiences. List theme celebrations in nearby communities (Tomato Festival, River Days). Brainstorm a theme festival that might reflect the heritage or a uniqueness in your community. How can these contribute to the welfare of families? In small groups, read these situations and develop alternative courses of action and consequences of each alternative. --Mr. and Mrs. Johnson recently moved to a small rural community. Their son and daughter are interested in sports, but neither made the school team and there are no other sports activities available. --Several parents in a large city are concerned because there is nothing for their teenagers to do after school. There has been a lot of vandalism and shoplifting by teenagers in the community. --The FHA/HERO chapter in your community would like to do a service project which would benefit young children. --Nancy is the mother of two teenage girls. She has been asked by some other parents in the community if she would be willing to be a 4-H advisor. Develop a chart depicting community resources, activities and organizations. Include types of services. (To whom, where, when available, costs, who pays.) Use the practical reasoning process to answer the following questions: What should my role be in providing or supporting community services now? When I have my own family? IEE/FHA/HERO--Plan and do a volunteer service project for the community.

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Society/Support for Parenting Problems

HOMEMAKING SKILLS

- Deal with family crisis
- Obtain information about community activities
- Utilize community programs that support the family

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY		Interview parents or invite a panel to share any concerns they have regarding being a parent. Where did they get the most support or help? Relate episodes from TV shows that indicated parents had concerns regarding their parenting skills. Display pictures of children/parents in crisis. Respond to the pictures.
PROBLEM	Parenting problems	Read each of these situations and describe ways in which parents might seek help. --Parents of a two-year-old are frustrated by his constantly saying "no." --Parents of a seven-month-old are upset because she is not toilet trained yet. --Father is alcoholic and abusive to child. Mother wants help. --Parents of a mentally retarded child are not satisfied with the educational program available to their child. --Susan is 14, pregnant, and unmarried. She wants to keep her baby and stay in school. Her own parents work and cannot care for the baby. --Peter is reading on his own at age 4. He appears to be gifted artistically also.
PROBLEM	Resources	Using resources, develop a list of parenting problems. For each problem, find sources of help. (Consider child care classes, child care books and pamphlets, organizations such as LaLeche League, Parent's Anonymous, mental health organization, children's services, "Tough Love." extension, gifted children association.)

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Resources (continued)	In pairs, review table of contents of child development/care books checked out of local library. List title, author and major content. Share with class. Describe how these books may provide information to help parents.
		Invite persons representing organizations and/or agencies which provide support services to parents to share with the class. Write a summary of the presentation, including: 1) why parents seek help; 2) nature of services provided; 3) costs and availability (to whom, how, where, when) of services; and 4) your evaluation of the services.
GOALS VALUES FACTORS ALTERNATIVES CONSEQUENCES		Respond to the six situations given at the beginning in which you were asked to describe the kind of help the parents need. For each situation, generate alternatives for solving the problem. Always include the alternative of taking no action. Then analyze consequences for each alternative. Consider how each decision affects others —the parent, child, relatives and the community.
	Communication skills	In some localities there is an organization called "Tele-Mom." Trained volunteers answer phone calls from frustrated parents. Individually write or tape a description of a parenting problem to "Tele-Mom." Listen to messages. Analyze whether as a "Tele-Mom" or helping person you have a clear idea of the message. What additional information is needed?
		List reasons why people who experience problems with their children may not seek help. What kind of advice would you give them?
		FHA/HERO--Using Impact process, develop a community service project related to parent support groups.
		Individually complete these sentences. --I learned that parents may experience these kinds of problems... --Resources available to parents in my community include... --Books which are helpful include... --When parents are frustrated with their children's behavior and do not seek help, the consequences might be. . --What I learned that is most helpful is...
		Consider positive effects [illegible] families who successfully cope with a parenting [illegible]isis or stress--greater commitment to family, adaptability, role model for children.

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PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Society/Financial Assistance

HOMEMAKING SKILLS

- Utilize community programs that support the family
- Analyze alternatives for financial assistance

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY	Circumstances which create need for financial assistance in rearing children	Describe life circumstances which may create a need for financial assistance in rearing children. (Teenage/single parenthood, loss of spouse, loss of job.)
GOALS VALUES FACTORS CONSEQUENCES ALTERNATIVES	Alternatives and consequences	Read each of these situations and consider possible consequences of the decision. Determine additional alternatives and consequences of each. Determine values and goals implied by decisions. --Father has lost job and cannot find a new one. Mother decides to go to work. --Single mother of two children needs more money. She decides to take a second job. --Disabled single father of a young child cannot work and decides to place his child with relatives. --Young mother wants to finish school. She decides to accept public assistance.
	Resources available to help parents provide financially for children	Using resources, determine costs of rearing children. Compare to current median salary in your community or the state. Using resources, list types of public assistance and qualifications. Determine current level of public assistance available to a single mother with a baby. Compare this to current living costs for a single mother with a baby in your community.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Resources available to help parents provide financially for children (continued)	Individually write a paragraph telling how education can help parents find jobs. Share with class. Compile a list of facts. Invite director of Displaced Homemaker or adult education programs to describe educational opportunities and employment potential. Identify non-traditional jobs which may be higher paying.
	Reflection	Read the case study and answer questions. A young, single mother with two preschoolers receives no child support. She is considering going to work. Since she has no skills, she can only get a low-paying job. Another option is going to a technical school to get job training, but she would not have money to pay for child care. Another option is public assistance (welfare). What other factors may influence her decision? What other alternatives could you suggest? Develop consequences for each alternative. What values are reflected in your decision? For each option, consider what the effects may be on other family members and to society.
PR		Develop a list of five important facts which you learned about financial assistance. What alternatives would you suggest if you were suddenly faced with the need for financial assistance in rearing children? What could you do to prevent the "unexpected emergencies" which create this need? (Role Reversal Test)

PERENNIAL PROBLEM What To Do Regarding Nurturing Human Development

PRACTICAL PROBLEM What Should I Do Regarding Parenting?

CONCERN/CONCEPT Society/Welfare of All Children

HOMEMAKING SKILLS

- Utilize community programs that support the family
- Demonstrate a concern for the welfare of all children

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY	Need for concern for welfare of all children	As a class, create a collage depicting children from many cultures. (National Geographic magazines would be a good source.) Individually write personal observations and meanings which you see in the pictures.
	Special problems of children due to war and poverty	Using resources, develop a description of the special problems of children due to poverty or war (being orphaned, homeless, malnourished, illness and disease, lack of education). IEE--Write to organizations that attend to the needs of children and develop a report on their services.
PROBLEM	Children's Rights	In small groups, develop a children's bill of rights. --What factors may have led to these situations? --Do these situations conflict with the children's bill of rights you developed? • 10 million American children, 1 in 7, have no regular medical care. • 20 million children, 1 in 3, have never seen a dentist. • 4 out of 10 children born in the '80s will live in a single parent household. • Since 1950, the suicide rate among teenagers has more than tripled and there are an estimated 5.3 million problem

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Children's rights (continued)	Compile each group's bill of rights. Compare with this list. We believe that every child has the following rights: --to be wanted and planned for by the parents. --to be reared by parents who have been trained in the skills of parenting. --to be provided with the best possible environment in which to grow and develop in the uterus of the mother. --to be provided with proper nutrition. --to be protected against injuries to the extent possible. --to live in an uncrowded, peaceful, clean, secure home. --to have clean clothing, suitably adapted to the weather, and adequate sanitary facilities. --to receive warm, loving, patient and skillful care by parents. --to receive a large number and variety of learning experiences including opportunities to explore the environment. --to be protected against abuse and neglect.
SELF FAMILY SOCIETY		Discuss consequences of rights not being met to self, family, society, and the values and goals implicit in Children's Rights.
PR	Responsibility for welfare of children	Use the practical reasoning process to resolve the question--Should we make a commitment to help children in need?
	Organizations and means to help children in need	Using resources, describe organizations which are concerned with the welfare of children. Invite a panel of representatives of these organizations (UNESCO, HOPE, CARE, church missions, Peace Corps). Identify ways each organization contribute to the welfare of children.
	Reflection	FHA/HERO--Using resources, develop a list of service projects. Using Impact process, select and implement a project.